

Athena Swan Gold application form for departments

Applicant information

Name of institution	University of Warwick, Coventry, United Kingdom
Name of department	School of Engineering
Date of current application	January 2025
Level of previous award	Silver Charter
Date of previous award	April 2019
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Section	Words used
An overview of the department and its approach to gender equality	3040
An evaluation of the department's progress and success	2540
An evaluation of the department's sector-leading activity	1734
An assessment of the department's gender equality context	3266
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	10,580 **

*These sections and appendices should not contain any commentary contributing to the overall word limit

** allowance of 500 additional words to account for the gender-related impacts of the pandemic, plus 200 additional words for an incoming Head of Department letter.

Overall word limit: 10,000 words

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Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the Head of the Department

From the outgoing Head of School, Professor David Towers

30th January 2025

Dear Panel Chair,

I am writing to endorse this Athena Swan Gold application from the School of Engineering at University of Warwick, as Head of School for the period of action plan delivery following our AS2019 Silver Award renewal.

Athena Swan continues to be valued because of how it supports us, and those we engage with through Beacon-level activities, to meet our strategic goals through a deeper understanding of diversity and inclusion issues.

Highlights addressing our AP2019 priorities ①–⑤ include:

① **Encouraging Appraisal:** We saw a step-change in staff engagement with annual appraisal, from 28% in 2018 to 71% in 2023, finding subsequently that early career researchers were least likely to engage. The School is working with the ECR Forum to show how annual appraisal supports career progression → AP2019 ③ **Career Pipeline: PGR to Early-Career Academic.** Via the new promotion pathway (R-/T-focussed Fellow to Assistant Professor R-/T-focussed), female representation at the higher R-focussed grade has gone from 0% to 18%.

② **Community Growth:** We invested in our community, including monthly ‘GetConnected’ staff and student newsletters, regular timetabled Coffee & Cake staff-PGR socials, joint events for staff and UG/PGT students, and health/wellbeing information sessions. These initiatives, evidenced in our 2023 Culture Survey, were important in helping the community reconnect following the pandemic.

④ **Intersectionality among staff and students:** I prioritized investment in PhD-level research by one of our Systems Engineering graduates, to test relationships between student experience and attainment, incorporating intersectionality. The results, including that lower confidence in study skills drives ethnicity awarding gaps, are shaping our inclusive education initiatives.

⑤ **Engineering Discipline Focus:** Monitoring of intake by engineering discipline confirmed higher female intake in disciplines associated with beneficial societal impact. This has inspired AP2024 actions to highlight how societal benefits can be achieved through all engineering disciplines.

Recent institutional-level policies impacted by our School’s Equality and Diversity Committee (EDC) include:

- i) EDC-proposed policy that enables socio-economically disadvantaged international research scholarship holders to take up their places at Warwick → AP2019 ③ **Career Pipeline: PGR to Early-Career Academic**
- ii) EDC invited a revision of Warwick’s compassionate leave policy (effective February 2025) to recognise and support staff undergoing fertility treatment and/or experiencing miscarriage → AP2019 ④ **Intersectionality among staff and students**

Since our inaugural AS2012 Bronze Award:

We sustained increases in student gender diversity (UG: 14%F→21%F; PGT: 10%F→36%F; PGR: 21%F→29%F, and ~1% now identifying as non-binary).

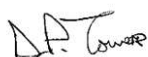
Gender diversity at the highest academic grade increased since 2012 (Professorial posts 6%→20%F), with the step-change since AS2019 achieved through internal promotion.

We have sustained successful initiatives, ensuring AS is embedded in departmental operations:

- Annual survey of staff to accommodate caring responsibilities in teaching timetabling continues to be highly valued by staff, re-confirmed in our 2023 Culture Survey.
- Women in Engineering scholarships for undergraduates is widely recognised and valued, and used as a model by other departments considering similar provision.

Among our international initiatives, we were proud to host ICWES18 at Warwick in 2021, enabling new connections and sharing best practice in this international community of women in engineering and science at a time of great challenge.

Yours sincerely,



Professor David Towers

Head of School from September 2017 to August 2023

AS2024 School of Engineering

From the incoming Head of School, Professor John Murphy

27th January 2025

Dear Panel Chair

I started as HoS in September 2023, having previously been Deputy HoS and one of the Discipline Stream Leaders in SoE. I am strongly invested in Athena Swan work.

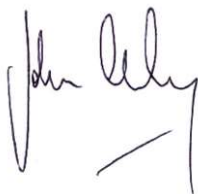
I inherited an outstanding department, ahead-of-sector by multiple gender-diversity measures. While I have held leadership positions since the 2022-2023 academic year, we have appointed nine female candidates to permanent academic positions in SoE.

I also recognise our vulnerabilities, including legacy from the pandemic, and I am championing events to bring our community together and celebrate success, including inaugural Staff Awards in 2024.

I have also introduced changes to increase equity and inclusivity in our strategic development. This includes School Executive Team (SET) expansion, with a 50:50 gender balance, and introducing:

- An Associate Head for Impact and Industry, whose remit includes establishment of a new Industrial Advisory Board (30F:70M external membership; female chair), an important mechanism for external scrutiny and feedback in areas not already covered by our external accreditation processes.
- An Associate Head for People, with a remit including academic staff development and progression, workload allocation, research culture, awarding gaps, and a Diversity in Academic Recruitment strategy. This role embeds senior leadership team engagement in our Athena Swan AP2024 delivery.

Yours faithfully



Professor John Murphy
Head of School from September 2023

2. Description of the department and its context

The School of Engineering (**SoE**) is one of the leading unified Engineering schools in the UK and one of the largest departments within the University of Warwick (**UoW**). UoW was awarded Gold in all aspects of the Teaching Excellence Framework 2023, and SoE has an outstanding reputation for teaching excellence, with a 100% graduate prospects score, ranked 1st in the UK, and 6th for General Engineering (Complete University Guide 2025), and with the majority of our courses accredited by licensed professional engineering institutions.

SoE has an international research profile, with 93% of our Research Excellence Framework 2021 submission rated 'world-leading' or 'internationally excellent', and we have strong industrial links with local and international companies. Our research aims to provide innovative solutions to real-world problems, and throughout the current AS evaluation period (2019-present), 14 research groups have addressed themes underpinned by four Discipline Streams: Civil and Environmental (**CEE**), Electrical and Electronic (**EEE**), Mechanical, Materials and Process (**MMP**), and Systems and Information Engineering (**SIE**).

Our thriving and diverse SoE community [Figure_1.a] has above-sector-average staff ethnic diversity, and is sector-aligned for the proportion of disabled staff [A2_Table_11.d, A2_Table_13.a]. Evolution of the gender diversity demographic for staff and students, with an overall increase since 2014/15 on all measures, is summarized in Table_1.a.

Figure_1a: Our community during Welcome Week in 2023 and 2024 respectively (students, upper left); staff and student ambassadors, lower right), and at a Staff Teambuilding Lunch (upper right).



Table_1a: Headcount for SoE academic staff, professional services staff, and students (UG, PGT, PGR) showing change in gender diversity (F:M) over three Athena Swan award cycles 2014/15 to 2023/24.

Category	2014/15 BRONZE		2018/19 SILVER			2023/24 Application			Ratio F:M Headcount			Change (Δ F:M) since 2014/15
	F	M	F	M	NB	F	M	NB	2014/15	2018/18	2023/24	
STAFF TOTAL	39	170	54	162	0	60	161	0	0.23	0.33	0.37	+ 0.14
ACADEMIC STAFF	21	128	26	116	0	29	120	0	0.16	0.22	0.24	+ 0.08
Acad-R&T [FA7-FA9]	13	70	9	54	0	13	64	0	0.19	0.17	0.20	+ 0.02
Acad-R [FA5-6 + FA7-9]	8	58	12	52	0	8	36	0	0.14	0.23	0.22	+ 0.08
Acad-T [FA5-6 + FA7-FA9]	<5	8	5	10	0	8	20	0	0.13	0.50	0.40	+ 0.27
PROFESSIONAL SERVICES STAFF	18	42	28	46	0	31	41	0	0.43	0.61	0.76	+ 0.33
PSS-Admin	17	10	26	9	0	27	9	0	1.70	2.89	3.00	+ 1.30
PSS-Tech	<5	32	<5	37	0	<5	32	0	0.03	0.05	0.13	+ 0.09
STUDENT TOTAL	248	1043	310	1091	0	335	1122	14	0.24	0.28	0.30	+ 0.06
Undergraduates (UG)	199	891	228	908	11	242	922	11	0.22	0.25	0.26	+ 0.04
Postgraduate Taught (PGT)	12	53	37	63	0	35	62	<5	0.23	0.59	0.56	+ 0.34
Postgraduate Research (PGR)	37	99	45	120	0	58	138	<5	0.37	0.38	0.42	+ 0.05

3. Governance and recognition of equality, diversity and inclusion work

School of Engineering Governance

In the period to September 2023, SoE was led by a School Management Team (**SMT**) that met weekly, and by the School Management Committee (incorporating SMT plus the Discipline Stream Leaders and the Equality and Diversity Committee (**EDC**) Chair).

The present organisational structure is shown in [Figure_1b](#), where a School Executive Team (**SET**) was established by the incoming **HoS**, comprising the Head of Research (**HoR**), responsible for SoE's research portfolio and research degrees; Head of Teaching (**HoT**), responsible for SoE's teaching portfolio; Director of Operations (**DoO**), responsible for school-wide operational matters and all Professional Services Staff (**PSS**: administrative and technical). For September 2023 two new posts were created: Associate Head for Impact & Industry (**AHoS-II**), and Associate Head for People (**AHoS-People**). This gender-balanced team meets monthly in-person, and includes as affiliate members the Finance Manager and the Technical and Facilities Manager.

SET meets every 6 weeks with the four Discipline Stream Leads, constituting the School Academic Committee (**SAC**), to disseminate information, and to discuss and advance policy and processes. Over the past year SoE has undergone an external review, which is driving restructuring from the four Disciplines to Research Clusters, smaller primary units more closely-aligned with SoE's research strengths and strategic priorities. This will increase leadership and management training and development opportunities in SoE, and create an opportunity to introduce greater diversity into line management structures from October 2025. The AHoS-People and DoO are ensuring a bespoke package of Leadership and Management training to support the new line managers in the revised structure.

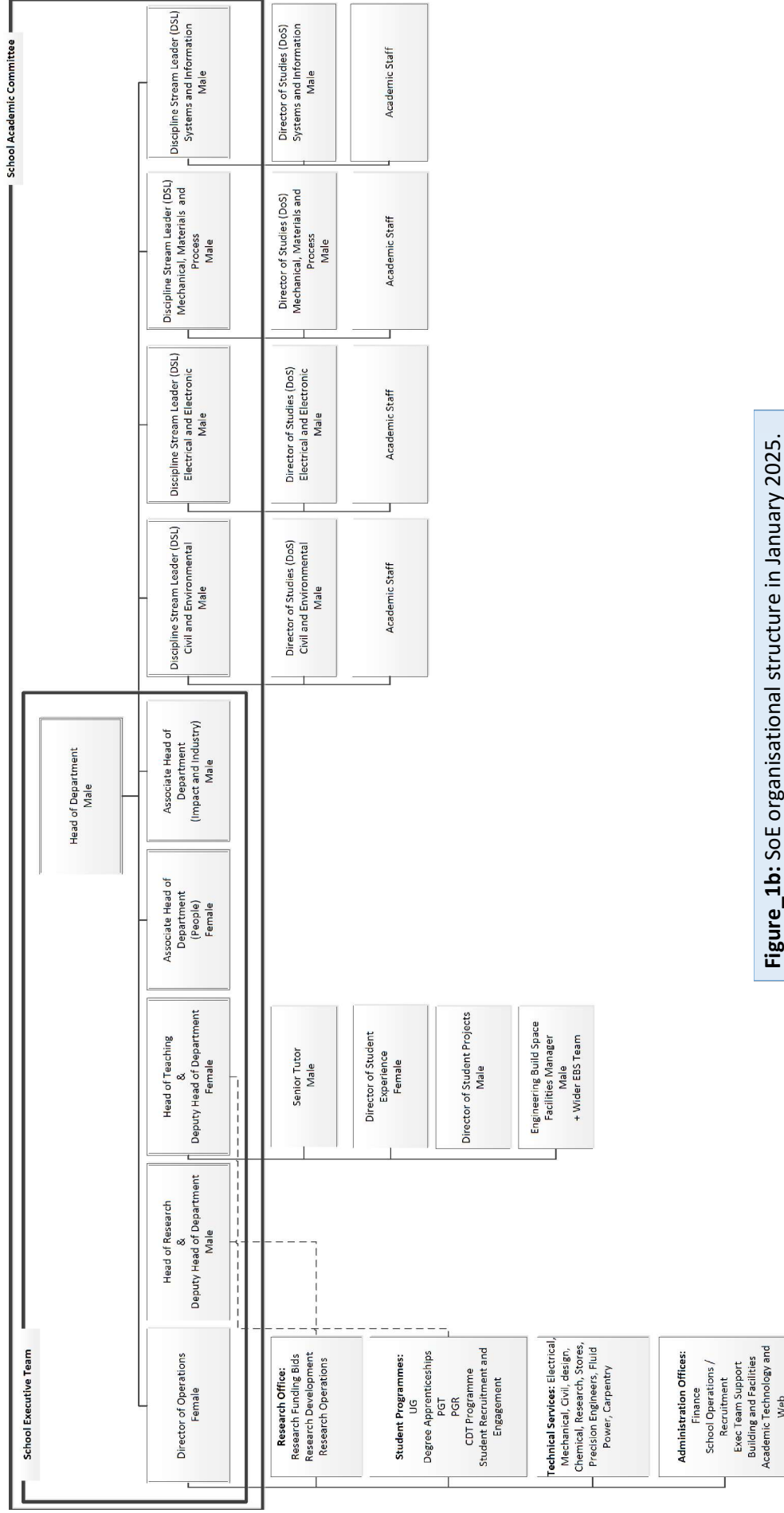


Figure_1b: SoE organisational structure in January 2025.

EDI Governance

SoE has an EDI committee (**EDC**) that reports to SAC, and supports membership and operation of the AS-SAT. SoE also has two Social Inclusion Champions [academic and PSS] as a bridge between departmental and institutional initiatives. The SoE **ECR Forum** (female chair, male co-chair) [AP2019_#2.a.iv] supports researchers navigating the early career stage, and SoE's Research Development manager represents this community on EDC. EDC and thereby SAT membership is reviewed annually.

EDC was established under [AP2019_#1.b.i-iv] to promote and monitor EDI best practice in SoE. EDC meets twice-termly to discuss matters arising and review progress.

The EDC Chair served institutionally throughout this AS cycle as i) Gender Task Force founding chair (2017-2023), ii) Institutional AS-SAT member and Deputy Chair from 2023 for UoW's successful Silver Renewal, and iii) Research Culture Forum member.

The AS-Champion/AS-SAT Chair serves as EDC Deputy Chair, and AS is a standing item on the EDC agenda. EDC has overseen regular monitoring of EDI data and updates on AP2019 delivery.

The SoE AS-Champion attends institutional AS Network meetings, represents SoE on the Faculty EDI forum, is on the UoW Students Learning Experience and Engagement Committee, and engages with the Race Task Force.

Proactive representation by SoE EDC members in departmental and institutional governance ensures context to direct the SoE AS-SAT, and has enabled EDC staff and students to initiate departmental and institutional policy development [Section 1.4].

Staff involved in SoE committee structures, including EDC, have this recognised in their workload allocation according to their role (e.g. for academic staff, this is a formal allocation of hours in the Workload Model System). The allocation is determined in a committee's ToR, and for major roles (e.g. AS-Champion), also detailed in a SAC-approved Role Descriptor. UoW actively encourages high-quality EDI work by all staff, because acknowledgment of EDI contributions is invited in annual Personal Development Reviews (**PDR**), can be recognised through financial rewards (e.g. merit pay), and evidenced towards progression (e.g. for 'Impact/Outreach/Engagement' and 'Collegiality/Leadership/Management' criteria essential for academic promotion).

4. Development, evaluation and effectiveness of policies

SoE uses *university-level policies for much of its operations, particularly those that support an inclusive culture*. Additional local policies are developed where these provide value or cover an area unique to SoE.

Where scope for new policies or policy revision is identified, then those relevant at institutional level are highlighted to the relevant groups. Work undertaken by EDC, including policy developments, is initially reviewed at SET and formalized at SAC. Because EDC is chaired by the AHoS-People, and attended by the DoO, their SET/SAC roles support embedding of EDI in strategic processes and policy developments throughout SoE remit.

Developing, evaluating, and revising departmental policies can be initiated by any member of the community (e.g. through our online suggestion form, linked with QR codes on prominent stickers throughout the School building and available on our intranet, or through input to working groups and committees), so that need can be considered. Policy work is adopted by the relevant group (e.g. EDC developed the **Diversity in Marketing Materials Policy** and **Overseas Scholarship Policy**; SET developed the **Diversity in Recruitment Policy** and **Workload Model Policy**).

Currently, SET members have oversight of policy developments and updates, and items such as adjustments to Role Descriptors for major administrative roles are normally reviewed by the DoO, who will make any necessary checks with the postholder and other stakeholders, prior to sharing with SAC for final approval. SoE's operations are externally accredited and inspected through multiple agencies in such depth, while working to deliver at ever higher standards, that this drives ongoing quantitative and qualitative evaluation of policies and their effectiveness. Members of SET liaise at faculty or university level about policy matters in their individual remit, and the HoS liaises with the Head of Faculty and the Provost on matters that would not otherwise be resolved through existing channels and processes.

Example: Diversity in Recruitment Policy

Recruitment is an example area where SoE has developed additional policy. Institutional policy governs training of recruitment panel chairs and members, withholding identifying information and protected characteristics at the long-listing stage. SoE has additional processes in-house, including confirmation on each interview record of up-to-date diversity training by the panel member. Although female academic post interviewee success rates are high [A2_Table_7.a], the proportion of female applicants is limited at or below sector average, so additional measures [AP2025-Key-Priority-3-Representation-in-Recruitment] are being introduced to increase the diversity of our applicant talent pool.

Example: Policy management during the pandemic

During the initial phase of the pandemic and subsequent lockdown periods, the HoS led rapid and detailed management of SoE policy, in close collaboration with SMT/SMC members. Most staff and students remain unaware of the volume of policy and process work undertaken by SMT/SMC to

ensure the operational requirements of SoE could be met; however, this was informed through direct consultation with individuals and whole-staff Teams meetings which were recorded, and where online chat enabled all staff (identified or anonymous as they chose) to discuss issues real-time and support pragmatic informed management of matters arising.

5. Athena Swan self-assessment process

5.1 A description of the self-assessment process

In the approach to this submission, the expanded SoE AS-SAT was established in November 2022 following a call for volunteers to all staff and students. This approach enabled broad representation, including lived experience and by career stage, to help inform the work underpinning this submission.

Table_1b: Members of the Self-Assessment Team

Name	Profile	Area of focus/contribution
Modupe Jimoh (F)	*Associate Professor (Civil and Humanitarian Engineering) *Athena Swan Champion *SAT Committee Chair *Deputy EDC Chair *SoE Rep on Faculty EDI Forum *WES Education Cluster Lead	*Led the SAT to strategise and carry out all activities towards the Athena Swan charter Application. *Culture Survey Conceptualisation, Review and Analysis *Data Analysis *Writing and Review of the AP2019 Updates, AP2025, Application Narrative
Akinola Ajayi-Obe (M)	*Postdoctoral Research Fellow	*UG Student Representative Interview *Culture Survey Review
Marina Antoniou (F)	*Reader *Deputy Director of Graduate Studies	*PGR Student Information and Data Analysis *Writing and Review of the AP2019 Updates
Claire Barratt (F)	*Executive Officer	*Administration and Data Support. *Culture Survey Review and Analysis *Writing and Review of the AP2019 Updates, AP2025 - Editor of SoE Staff 'GetConnected' newsletter.
Charity Bellan (F)	*PGT Student Representative	*Culture Survey Questions (Student) Design
Joanna Collingwood (F)	*Professor, Associate Head of School (People) *Equality & Diversity Committee Chair	*Review of strategies and timeline of activities towards the Athena Swan charter Application *Culture Survey Conceptualisation, Review and Analysis *Data Analysis *Writing and Review of the AP2019 Updates, AP2025, Application Narrative
Sanchari Deb (F)	*Research Fellow	Support and Information on career development of PDRF
Derek Ma (M)	*Assistant Professor (Teaching)	*Department Demographic Data Analysis
Amy Hamson (F)	*Director of Operations *Career Development of PSS Staff	*Culture Survey Conceptualisation and Review *SoE Demographic Data Analysis *Writing and Review of the AP2019 Updates, AP2025

Victoria Jelacic (F)	*PG Programme Manager	*PGT Student Enrolment, Progression, and support data analysis. *Writing and Review of the AP2019 Updates
Peter Lever (M)	*Web & IT Project Manager	*Culture Survey Conceptualisation, Development, Administration and Analysis *Intranet Based Data Analysis *Writing and Review of the AP2019 Updates
Inga Naruseviciute (F)	*Academic Processes Officer	*Capturing student's voice
Jody Nwaelene (F)	*UG student * Warwick Engineering Student Society President (2022/23)	*UG representation *Culture Survey Questions (Student) Design *Student voice Representative
Busola Oronti (F)	*PhD student *Student Staff Liaison Committee Member	*PhD representation *Culture Survey Questions (Student) Design
Angeles Rivero Pacho (F)	*Assistant Professor (Teaching)	Data, graphs and tables preparation *Review of the Culture Survey Questions and AP2019 Updates
Naveen Krishna Pandikkadavil (M)	*PGT Student Representative	*Culture Survey Questions (Student) Design
Pippa Taylor-McGill (F)	*Administrative Assistant	*Internal AS Charter Application Data Review
Manuela Trejo (F)	*Postdoctoral Research Fellow	*Internal AS Charter Application Review
David Towers (M)	*Professor, outgoing Head of School	*Review of strategies and timeline of activities towards the Athena Swan charter Application
Sarah Lewis (F)	*Research Officer	*Research Data Analysis
Xueyu Geng (F)	*Professor *Institutional Athena Swan SAT Member	*Internal AS Charter Application Data Review
Additional Contributors		
Gary Fowmes (M)	*Reader *Outgoing Director of Studies *Senior Tutor	*Student-Focused Policy Related Matters.
Luke Hall (M)	*Student Engagement Officer	*UG Student-Focused Social and Engagement Activity Data *SoE Student 'GetConnected' newsletter
Kerrie Hatton (F)	*Postgraduate and CDT Administrative Officer	*Monitoring and reporting PGR diversity data
Natasha Khovanova (F)	*Professor *Director of Postgraduate Studies	*PGR student-focused activities and data analysis
John Maxwell (M)	*Student Recruitment Officer (Maternity Cover)	*UG student-focused activities and Open Day / applicant data
Chris Stokes (M)	*Research Development Manager	*Early Career Forum and staff research data analysis
Kathryn Thompson (F)	*Student Recruitment Officer	*UG student-focused activities and Open Day / applicant data
Caroline Whitehouse (F)	*Operations Manager	*Staff demographic and recruitment data, recruitment and workload model policies

5.2 An account of the self assessment process

The current SAT launched in January 2023; until then, EDC monitored AP2019 work. Monthly coordination and planning meetings were held, including development and implementation of SoE Culture Surveys for staff ([ASCS-Staff-2023](#)) and students ([ASCS-Students-2023](#)). The surveys were designed to meet AS requirements and to identify progress subsequent to the ASCS-2017 that informed AP2019.

Additional feedback, with the option of being anonymous, was invited from all SoE community members (including by SAT student members with dual SSLC officer and WWES leadership roles), through the variety of communication channels created under [AP2019](#).

Updates on the work of the SAT, and to promote events such as cultural surveys and opportunities (e.g. PDRs, promotion information events, training), were shared at EDC via a standing update, at staff meetings by AHoS-People/DoO, via email, and via the monthly SoE Staff/Student “GetConnected” newsletters.

Writing responsibilities for the AS2024 submission were assigned according to SAT member knowledge and experience, and SAT writing group sessions were held throughout 2023-2024, along with wider consultation where required, to enable this process.

Survey findings, including demographic representation of SoE community and quantitative responses, are documented in [Appendix_1](#). These findings, plus accompanying free-text contributions, were initially screened by the SAT Chair, DoO, and AHoS-People so that any specific points that were sensitive / confidential could be addressed directly / anonymized if necessary to enable sharing of the findings. The results were then considered at SAT and EDC and informed the AP2025 ([Section 5](#)), to which all EDC members were invited to review and contribute. See [Table_1c](#) for the data sources used.

The EDC Chair and DoO reviewed the submission drafts, developed with the SAT Chair, and in the final stages reviewed by SET/SAC and colleagues with AS leadership experience from other UoW departments.

Table 1c: Sources of data and benchmarking information

Source	Date	Section
SoE-ASCS-Staff-2023 (53% participation)	April/May-2023	Appendix_1_Consultation_1
UoW-Staff-Survey-2023 (37% participation)	Jun-2023	Appendix_1_Consultation_2
SoE-ASCS-Student-2023 (13% participation)	Jun-Nov-2023	Appendix_1_Consultation_3
Student interview	Mar-2023	Appendix_1_Consultation_4
UoW dashboards & SoE records	12-2024 for data to 2023/24	Appendix_2_student_data
UoW dashboards & Cognos database	01-2025 for data to 2023/24	Appendix_2_staff_data
HEIDI-Plus	Jan-2025	Appendix_2_Section_13
Advance HE Statistical Reports (Staff)	Nov-2024	Appendix_2_Section_13
Engineering UK Engineering in Higher Education report	Mar-2023	Appendix_2_Section_13
PhD-thesis-research-Alisha-Rodgers	Oct-2023	Narrative
NSS	Annual	Narrative
PTES	Annual	Narrative

5.3 Plans for the future of the self-assessment team

The SAT will be sustained as a group within EDC, led by the EDC Deputy Chair, overseeing delivery of the AP2025, identifying new opportunities, championing initiatives, and being a primary point of connection with faculty, institutional, and external groups championing ED&I in Engineering. In the approach to the next submission, the SAT will be expanded to include additional support from other members of SoE, again via an open call for members. AP2025 progress updates will continue as a standing item on the EDC agenda, and the structural connection with the AHoS-People and DoO as members of EDC will ensure a sustained dialogue, including through formal meeting business and policy work, between the SAT and SoE management (SET/SAC).

Section 2: An evaluation of the department's progress and success

2.1 Evaluating progress against the previous action plan

2.1.1 Please refer to appended RAG-rated AP2019

Ref	Planned action/objective	Rationale	Key outputs and milestones	Timeframe (start/end date)		Success criteria and outcome	Status Update
1. Delivering Impact from the Athena Swan Initiative							
1.a	Expand the Athena SWAN webpage to cover broader Equality, Diversity and Wellbeing issues. This will act as a landing page providing both University and School information on community, family related policies, LGBTUA, mental health, disability, recognition and awards, promotion, informal support networks and social events.	Evidence from ASCS-2017 and the University PULSE survey indicated scope for improvement in the communication of available resources both within SoE and the wider University to staff members. Staff require information to be readily available when needed, not necessarily when communicated (i.e. through the weekly newsletter).	i. Develop Equality, Diversity and Wellbeing web area to improve communication and access to information and support for all SoE staff.	April 2019 – ongoing	July 2019	Raise profile of E&D amongst staff. Poll staff prior to the launch of the EDW webpages to determine level of awareness of ED&I issues within the SoE/University. Repeat poll after website has been active for a period of 12 months with a target increase of awareness of 50% in the first year. Continual monitoring of webpage activity (page hits).	- Athena SWAN webpage improved to provide updated profiles for the Women in Engineering internet page. - Equality, Diversity and Wellbeing web area provides information on wider issues. - The redeveloped webpages have demonstrated steadily increasing popularity over the past two years, recently reaching between 200 and 300 visits per day.
		ii. Website to be continually reviewed and updated as new information and resources become available with links being checked on a quarterly basis.		July 2019	Ongoing	Staff are aware and familiar of resources available to them within SoE and the wider University. Level of awareness to be collated by dedicated poll on ED&I issues.	- ED&I issues are shared with staff through the monthly newsletter with further signposting to the webpage when necessary. - From ASCS_2023, 79.4% of Staff recognise that the School's leadership actively supports gender equality.
		iii. Trial 'Huddle' system as a communications tool to relay updates on Equality,		Jan 2020	To be reviewed	Feedback from staff to be collated via annual ASCS survey.	Trial huddle not introduced due to Covid.

			Diversity and Welfare issues to staff instantly			after three months to determine effectiveness		Communication improvements through EDI updates in SoE newsletter and improved webpages.
1.b	To expand and develop the Self-Assessment Team reforming as EDCW Committee. This Committee will be responsible for collating annual data in order to monitor and shape the developing Action Plan.	SMT and SMC to be fully informed of issues within the department that need to be addressed. A representative Committee required where staff feel able to raise concerns.	i. Establish Committee with role descriptors, full ToR, membership and scheduling of meetings. ii. Allocate responsibility of collecting yearly data. iii. AS submission and Action Plan to be an agenda item at All-Staff Meetings. iv. Annual report on AS activities, data and action plan progress to be published and circulated to SoE. v. AS Action Plan to be reviewed annually.	May 2019	Oct 2019	Oct 2019	Committee established as "Committee ready to operate from the start of academic year 2019/20	- Committee established as Equality and Diversity Committee (EDC) in 2019/20 academic year. - Met online throughout pandemic to review entire AP termly and address additional issues arising from the lockdown. - AS lead (JFC) appointed as EDC Chair. - New AS lead (MOJ) appointed in Oct 2021.
				Oct 2019	Ongoing	Data available on a rolling basis with a summary of data to be presented to SMC on a quarterly basis.		
				Oct 2019	Ongoing	ASCS survey to collect data on awareness of AS agenda, Action Plan and progress.		
				Apr 2020	Ongoing	ASCS survey to collect data on awareness of AS agenda, Action Plan and progress.		
				Apr 2020	Ongoing – annual review	Action Plan timescales will be met and where necessary amendments/additions are made.		
1.c	Publish a report on the key issues identified from the ASCS and UGAS circulating to SMC for comment and proposed action before sharing with staff.	To highlight any equality and diversity issues within the school and work with both staff and students in embedding and deepening awareness	i. Issues to be collated and discussed at the EDC committee. ii. Report to be prepared and circulated to SMT and then to all staff.	Oct 2019	Dec 2019	Mar 2020	All SoE staff to receive a copy of the report by March 2020.	Key issues were identified and discussed at EDC.
				Jan 2020	Mar 2020		Subsequent focus groups will be set up with the aim of devising actions	ASCS-2017 findings disseminated to all staff and publicly available via AS2019 submission shared on updated SoE EDCW page [AP2019_1.a.i].

	of issues and how to address them.	iii.	Staff and student working groups to be set up to discuss issues and form actions.	Apr 2020	Apr 2021	to combat any negative ED&I issues.	- From March 2020, additional survey information was gathered to inform SMT and SMC decisions at this time. - Staff and students were surveyed institutionally in 2020 and 2021 to identify needs, esp. ED&I related. Findings informed SoE decisions. - SoE staff consulted in all-staff online recorded meetings with HoS & SMT, with verbal and written Q&A.
							- Externally facilitated focus group to address PDR engagement issues ran in 2019 [AP2019_2.a.i] - Inclusive Teaching and Learning group launched (includes both staff and students) and created Inclusive Education Action Plan for SoE. - Student-led focus group in 2020 (with ethical approval and facilitated by EDC chair) to examine gender issues in engineering education [see AP2019_4.f]
		iv.	Actions to be presented to SMC for agreement and implementation of actions.	Jan 2021	Oct 2021	Following delivery and implementation of the Action Plan, success of improving E&D within the School will be measured by the ASCS survey, aiming for a minimum 10% improvement on ED&I issues where satisfaction is < 80%	- SMC approved Diversity Policy written collaboratively by EDC in 2021. - Events Committee created in 2021 to help with SoE community re-building. - PhD studentship awarded by SoE for Oct 2021 to UG who led gender/discipline choice focus group [AP2019_4.f], PhD research to investigate SoE student experience qualitatively and quantitatively through EDI lens, including gender. - ECR matters were championed through EDC ECR members, and subsequently, ECR forum was launched. - Between 2017 and 2023, there was improvement in ED&I issue. For example, in records and handling of Bullying and Harassment issues [AP2019_5.cj]. Another is improvement on Unconscious Bias training from 55% of staff to 100% of staff.

2. Career Progress and Performance						
2a.	Ensure SoE does not present barriers to progression.	Prior to 2016, uptake of the PDR process by research staff had been low. In 2018, overall staff engagement in the PDR process, revised by UoW in 2017, dropped below 50%. The 2018 PULSE Survey identified dissatisfaction with the University's PDR process. Staff reported that the process does not contribute to their personal development and progression.	i. Focus group incorporating all categories of staff to be organised to discuss improving the PDR process for optimum benefit to staff. ii. Develop bespoke guidance and briefing sessions to support consistent and effective implementation. iii. PDRs to be promoted through multiple channels to communicate their value to all categories of staff, supported by series of features by the SAO entitled "Getting to know the PDR process." iv. Consultation with PDRA staff to identify barriers to career progression.	Mar 2019 May 2019 April 2019 Aug 2019	Apr 2019 June 2019 Ongoing Ongoing annually	Outcome of focus group to generate suggestions to enable staff to get the most out of the PDR process. Incorporate data into the guidance and briefing sessions. Return the number of staff engaging in voluntary documented appraisal to 2016 levels by 2020 (at least 62% of eligible staff), ensuring majority of staff in all categories engage by 2021. PULSE and ASCS survey to show >80% of staff in all role categories understand the benefits of engaging in the appraisal process. Participation in process and staff views to be continued to be monitored and acted on as appropriate feeding into yearly appraisal process, to ensure engagement continues to rise. The PDR process is to be reviewed in 2024 [see AP2024_2.a], at which point this action can be resumed. ECR member of EDC consulted with PDRA staff, and feedback led to: a) AHoS-People proactive engagement 2023 to support promotion application development by FA6-FA7 for PDRA's.

									b) Faculty-wide consultation by RO with other ECR representatives, leading to SoE establishing ECR Forum in Dec 2023, official launch event on 24/01/24, chaired by PDRAs (female chair, male deputy, facilitated by Acad-R&T member of SoE Research Committee).
2.b	Assess the feasibility of offering work shadowing for PSS within the school.	To support staff who wish to broaden their knowledge of the SoE and University to support career progression.	i. ii.	Consultation to take place with staff to determine whether there is an interest in work shadowing. If feasible, shadowing scheme to be scoped and implemented for the academic year 2021/2022	Jan 2021 Oct 2021	Dec 2021 Oct 2022	Success measured by the interest from staff resulting in the shadowing scheme being established within the School. Qualitative feedback from those staff members who participate in shadowing scheme.	- Work shadowing not introduced in SoE due to Covid. - Opportunities to broaden knowledge and experience of PSS identified and promoted including support at open and offer holder days, graduation, clearing hotline etc. - Internal secondments advertised wherever suitable. - Responsibility allowances used to support PSS development which have led to permanent moves to higher graded roles both within and external to SoE. - Engagement by Technical staff with opportunities developed centrally under Technical Commitment.	
2.c	Postdoctoral and early career academics are supported to progress and reach their potential.	To support these staff to build a strong foundation for their future career. To support early career academic staff through academic probation and beyond. To assist postdoctoral staff in securing future employment following the end of fixed term contracts.	i. ii.	Ensure postdoctoral and early career academics have the opportunity to develop a personal career development plan with support of their line manager, including support from the LDC. RDM to hold a weekly drop-in session for ECR (research focussed) staff to provide advice and guidance on bid writing and support for future careers.	Oct 2019 Apr 2019	Sept 2020 Ongoing	Monitor through bespoke annual surveys for postdoctoral and early career staff. An increase in the successful bid proposals by ECR staff. Quantitative feedback from ECR staff.	- Early career researchers in SoE can obtain support through one-to-one interaction, usually in-person meetings, which are often initiated by the researcher themselves. - New staff are invited to an induction meeting with the RDM and RO to learn about research funding limitations and encouraged to contact the RDM for any questions. - Early-career academics are supported similarly through one-to-one interaction. - A regular meeting of early-career SoE academics was organized every three or four months, which will continue until	

								probation has been passed, but for longer if desired. Four ECRs have won RAEng fellowships during this period, 3M, 1F (most recent F).
2d	Academic Staff (those staff beyond probation on grades FA8 and above), early-mid career, progress and develop their career.	The PULSE 2016 survey identified the need for support in promotion application and a more transparent process. To support staff with the new promotions process the University introduced in 2018.	i.	SoE to host an annual Promotions Event and monitor the impact of the new promotions system.	April 2019	Continue annually	Monitor attendance at Promotion Events annually. Record of staff attending, subsequent applications for promotion and outcomes. This event will continue to run annually to provide more staff with the opportunity of attending.	Joint promotions event held with Chemistry since 2019. During lock-down the in-person programme was on hold, but has since been reinstated. During lock-down SoE EDC Chair (in capacity as the University Gender Task Force Chair initiated, collaboratively with Provost and Institutional AS Champion, 'FAQs' for potential promotion applicants impacted by the pandemic. Example topics: 1. <i>How Covid-19 impacts are taken into account (from home schooling /childcare responsibilities / reduced / disrupted/ excessive hours.</i> 2: <i>R&T pathway candidate prioritizing T over R to mitigate impact of pandemic on students and colleagues, does this undermine their case?</i> Full set of FAQs highlighted specific issues to senior leaders and supported candidates. Provost provided accompanying answer for each plus new space to declare mitigating circumstances on the revised promotion application form. Mitigating circumstances section were retained long-term to support candidates. EDC Chair proposed Promotion Mentoring to Provost and Inst AS Lead to address gender disparity in pandemic challenges constraining opportunities to apply (evidence for gender bias of pandemic impact on academic careers, particularly with homeschooling of children). Successful scheme established institutionally and

									due to popularity it has been continued as the Promotion Advisor Scheme beyond pandemic. Staff have also been encouraged to attend University promotions events annually. Gender diversity at Professorial grade (20% F by 2023/24) achieved through internal promotion.
2.e	Gender is not a barrier to progression and development for students.	To address the nationally documented under representation of females studying engineering at UG and PG level.	i.	Continue to monitor UG degree performance by gender and extend to PGT degrees.	In place for UG, extend to PGT from June 2019	Sept 2022	An annual increase of 5% in the proportion of female UG and PGT students, with a target to be 20% above sector for gender diversity.	The School of Engineering (SoE) has seen gains in headcount and maintained or exceeded sector diversity: 2023 UK Higher Education Engineering & Technology statistics, reported by Engineering UK indicates female representation in the UG and PGT programs are 18.5% and 25.8% respectively.	
			ii.	Targeted action plan to address any identified issues for student progression.	Oct 2020	Oct 2021	A 5% increase in the proportion of students applying for PGT and PGR degrees, with a target to be 20% above sector for gender diversity.		
			iii.	Continue to promote and award Women in Engineering Scholarships and run joint events with the Multicultural Scholars programme (MSP), encouraging intersectional peer support.	April 2019	Ongoing - monitor provision made annually	A sustained provision of 5 Women in Engineering Scholarships has been maintained annually. All students are made aware of the Scholarship and other external fellowships and awards they are eligible for and supported/mentored on request to the EDC Chair. Awareness of the scheme is evident from open day feedback and from the scale of enquiries and proportion of undergraduate students applying (typically 30% of all incoming undergraduate female students).		
			iv.	Bio-medical seminars presented by postdoctoral students were opened up to UG students in Oct 2018	Oct 2018 Biomed	Ongoing – impact to be	Monitor attendance, target of 50% of UG students to attend at		This seminar series programme was not sustained because of the pandemic.

			with the aim of exposing students to the opportunity of PG study and the full career pathway. If this proves to be successful extend principal to other streams.	started Oct 2018, extend to other streams 2019.	measured annually	least one SoE research seminar, with this contributing to their Professional Development Record.	However, UG Biomedical Systems students have continued to be encouraged to attend campus-wide research events since they were reinstated. Other schemes to promote research to UG students have included: 1. SoE PhD info event for UG/MSc 2. IAPER scheme, proposed and funded through 'Enhancing Research Culture' awards 2022/2023 specifically for UG female students to undertake funded research projects.
	v.		Evaluate impact of WES Mentoring scheme implemented with final year female UG engineering students, to determine if this should be continued in future years.	Dec 2019	Jan 2020	Positive feedback from female UG students participating in the scheme. Increased progression of Engineering graduates into STEM careers [UG→PG pipeline]. Report on the benefits to students being part of the scheme.	Eight final year students participated. Of these: 1. 1 student and progressed into a STEM career. 2. 1 student and progressed into a Civil Engineering career. 3. 1 student and progressed into Manufacturing Engineering career and then business. 4. 1 student and top ranked. 5. 1 student, gained PhD in Engineering, now software engineer consultant. WWES used to promote access to opportunities provided by WES through Educational Partnership.
2.f	To repeat the ECR survey on an annual basis, conducting mid-academic year to maximise the opportunity for response	To regularly review the challenges faced by ECRs and put actions in place to overcome these.	Run ECR survey on an annual basis.	Apr 2019	Ongoing annually	Increased participation in the ECR survey. Work with line managers to a target of 25% participation in 2019 and 50%	Formal survey was not run because of combined REF and pandemic pressure on RO staff. 1. Consultation led by RO with ECR community, and by EDC ECR representative, led to foundation of new ECR Forum which is actively building

							participation in 2020 and beyond. Survey results reporting an improvement in community, knowledge and availability of training and progression opportunities.	the community and awareness of / access to opportunities. ECRs proactively engaging with (and identifiable demographic in) all-staff cultural surveys.
2.g	To promote RSF forum activity at SoE level, to build awareness of, and engagement with the community.	The ECR survey conducted in the summer of 2018 identified a lack of positive community engagement.	i.	Engage 1 - 2 ECRs to attend the termly RSF meeting and provide a report for circulation.	Oct 2019	Ongoing	Every forum meeting to be attended by a member of the SoE.	SoE ECR Forum established, with website, ECR leadership, SoE Research Committee staff representation, and regular meetings.
2.h	To plan activities with the University's LDC focussed on Engineering specific ECR issues.	To meet the training requirements identified by ECR's annual survey.	i.	To hold one workshop per term for ECRs focussing on areas highlighted within the survey (e.g. Introduction to Fellowships).	Oct 2019	Ongoing termly	At least 50% of the ECR community attends a workshop annually.	The LDC unit is now "Leadership and Management Development" (LMD). All courses run by the LMD are circulated to all research-active staff with weekly UoW communications and a regular newsletter for research-active staff. Dedicated information/training sessions on ECR priorities being run through ECR Forum which meets termly.
2.i	To provide greater information on funding and fellowship opportunities for ECRs.	The ECR survey identified a lack of regular information sharing.	i.	To develop mechanisms for regular dissemination of information to ECRs and opportunities for support/mentoring.	Oct 2020	Oct 2021	A 10% increase in applications for fellowships or independent funding by Oct 2021.	Regular dissemination of information through RDM focussed updates to staff groups by discipline and career stage, including ECRs. Updates via ECR Forum. Dedicate information sessions on key funding schemes, including RAEng Fellowships/Engineering for Development Research Fellowships. There is open session in which the RDM outlines the scheme and answers questions from attendees. (Scheme success during AP2019:)

2.j	To recognise, and where possible quantify, coinvestigator contributions in research projects.	To ensure that Co-Investigators get the recognition for proposals and grants to which they contribute.	i.	To update the internal project costing form to capture proposed spread of effort across investigator team.	Jan 2020	Ongoing	More accurate information about Co-I contributions to research available to the School.	Internal SoE process to monitor all grant buyout (PI and Co-I) has been instigated to inform workload model, with input twice-annually from Nov 2024. Amendment to Ideate was not possible, but the system is being replaced at institutional level, and there is awareness of the need to disaggregate data in future. Grant applications (number, value, as % of total) and awards (number, value, as % of total) monitored by PI, where 19% of academic staff are female: Applications average 2019-2024: Number: 18% F; Value: 21% F Awards average 2019-2024: Number: 17% F; Value: 17% F See Narrative for Pandemic Impact.
			ii.	To request Ideate amendment to make datasets viable to search and monitor.	Jan 2020	In place by July 2020		
2.k	Capture the impact on SoE Research Seminars on ECRs.	To determine the value of the seminar series for ECRs to ensure staff are benefiting from the seminars, adjusting if necessary.	i.	Monitor attendance of ECR staff at each seminar series.	Oct 2019	Oct 2020	ECR staff providing quantitative feedback on the value of the seminar series and suggestions for future series that will benefit their evolving careers.	A lunchtime research seminar series was organised for all staff and students. The session covered amongst other things an accessible introduction to different academics' research. PDRAs were proportionally represented at seminars prior to the lockdown. COVID limited the ability to measure impact.
			ii.	Collect qualitative feedback from ECR staff through focus groups.	Oct 2019	Oct 2020		
			iii.	Where appropriate incorporate feedback from focus groups into future planning of seminar series.	Oct 2020	Oct 2021	Increased attendance by ECR staff at future seminar series reporting its value and benefit to their career stage.	
2.l	Ensure there is no gender disparity in impact case study development for REF2021.	In REF 2014, all six impact case studies were led by male staff	i.	Monitor gender diversity of staff contributing impact case studies.	Ongoing	Nov 2020	Ensure female staff have equal opportunity to contribute REF impact case studies.	Five impact case studies, including one led by a female academic, were submitted by SoE to REF 2021. This is a 20% contribution which is representative of the academic staff demographic (~19% female). Gender diversity is a priority consideration in preparations for the next REF cycle.

2.m	Retention of female technical apprentices.	The majority of technical staff are male, and this team appears to be one of the least diverse groups in terms of protected characteristics	i. When the next vacancy/position becomes available for an apprentice, trial visits to schools/technical colleges and/or recruitment fairs to encourage female apprentices to apply to roles in SoE.	Sept 2020	Ongoing	Increase in the number of applications from females.	There hasn't been hiring of new apprentices during this period, but female apprentices already in place have been retained. Hiring of technical staff has led to an increase in gender diversity. The Technician Commitment Initiative was launched in 2023, with UoW opening a Technical Specialist promotion pathway to professorial equivalent.
		ii	To support the SoE female apprentices to participate in the WES Apprentice Conference: https://www.wes.org.uk/engtechready	Oct 2019	Annually	Qualitative feedback from attendees. Apprentices gain confidence, improve workplace and personal skills and empower career development.	Support was provided in 2019. Subsequently this is not available as envisaged, the national provision is directed towards DA apprenticeship students rather than apprentice technicians.
3.	Workload and Delivery						
3.a	SoE will review the current workload model to identify improvements to increase sustainability and to transparency and to continue to support the planning and distribution of academic staff work.	To ensure staff feel that the allocation of tasks is fair, equitable and transparent. Staff feel clear and comfortable about expectations of them. Workloads are realistic and manageable.	i. Workload model reviewed and updated as required.	July 2019	Dec 2019	Updated Workload Model published to ensure equitable allocation of loads.	The school redeveloped the workload model for academic staff: • Trialed in 2021/22 • Rolled out to one Stream in 2022/23 • Rolled out to all four Streams 2024/25. The new load model system: • Allows academics to see how their workload is allocated, their load c.f. stream and departmental average. • Provides transparency regarding load within and between Streams, while preserving confidentiality for individuals. • Allows line managers to identify overloaded staff quickly and adjust load. AHoS-P has oversight of Workload Model implementation and use from 09/2023.
		iii.	SoE will review and collate feedback from staff within	Jan 2022	Dec 2023	ASCS survey to report increased transparency and equity in workload.	81% of staff agree that workload is manageable.

3.b	Staff are supported with role specific information and skills development to deliver their roles.	The annual PDR process identifies staff training needs.	i. 12 months of the revised load model being in place. Staff to be encouraged through the PDR process to actively engage in training opportunities run by the University and, if necessary, by outside providers.	May 2019	May 2021	A 10% increase in the number of staff attending training sessions relevant to their roles. A positive increase in the ASCS survey indicating that staff are satisfied with the awareness and opportunities of training available.	From the ASCS 2023, both female and male staff largely agree that the school encourages their professional development, with 71.4% agreement in each group. 71% of all staff completed PDR, and for each staff, a set of training was agreed upon with the line manager. From ASCS 2023, 81.1% of female staff and 87.5% of male staff agree that their line manager supports their career development. Personalised training opportunities are also now promoted to staff by UoW LMD. The School will look to ensure that all new line managers undertake the relevant LMD training course and is looking to work with LMD to develop a bespoke training package for new academic line managers.
		ii.	SoE to set up a training budget, circa. £10,000, for which staff can apply for funding to attend external training courses, to cover all staff groups	Jan 2020	Jan 2021	Applications for external training to be monitored, target of minimum of 60% of the budget to be used in the first year.	- This funding has been set up and accessed by staff for the 2022/23 and 2023/24 sessions to cover a variety of internal and external training within and outside of the UK. - SoE provides additional funding to support technical staff to complete HNC/HND qualifications following their technical apprenticeship. - We are looking to support technical staff to complete PhD's alongside their roles where they wish to.
4. Recruitment of staff and students							
4.a	Gender is not perceived as a barrier to applications for employment in	Staff statistics show a higher proportion of	i. SoE to fund nursery places at the University nursery for applicants attending	Oct 2019	July 2023	Applicants surveyed and action taken to address issues identified.	Provided during the initial period of AP2019.

Engineering at Warwick, increasing the proportion of female applicants for academic posts.	male applicants for academic roles. Posts where there have been no female applicants particularly the higher academic grades. Best practice in industry, alongside established schemes for academic researchers, evidencing success of 'returnships' to enable individuals to return to STEM careers.		Interviews. Information will be displayed on all job advertisements.			Feasibility of Returnships investigated and further action identified.	- Suspended during pandemic due to lockdown then sustained staff shortages at UoW Campus Nursery. - Long term capacity to reinstate this will be investigated.
	ii.	Continue to advertise via the Women's Engineering Society in addition to the usual channels in order to test whether initial indications that it increases the number and diversity of applicants, prioritising FA9 appointments.	April 2019	Dec 2022		Athena website linked on all adverts. Consultation completed to identify barriers and issues addressed as appropriate. Proportion of female applicants at FA6 (Research) increased to minimum of sector average (currently 20%) 50% of the posts advertised through WES recruited female applicants. Visible role models in SoE who have successfully re-entered an academic career at FA6 after a career break. Shared understanding in SoE of both the barriers to re-entry, and the advantages and opportunities.	- WES advertising used annually to promote five recruitment advertisements to the wider female engineering community. - From Oct 2023, additional budget provided to ensure all academic appointments can be promoted via WES jobs board and social media.
	iii.	Trial a 'Returners' Fellowship, to support staff at postdoctoral level who have had a career break. Modelled on Daphne Jackson Trust scheme, with structured support and mentoring to realise the potential of returners.	Oct 2020	Sept 2022		Returners Fellowship proposal was not progressed because of the disruption caused by the pandemic. Alternative approach introduced with SoE Diversity in Recruitment strategy from 2024.	
	iv.	Screen gendered advertising for posts and in our online materials. Trial with the support of GTF, language analysis tools, screening all job advertisements for	Oct 2020	Sept 2022		An overarching observation is that there may be unintentional gendered language in our recruitment literature with women being under represented	A new Diversity in Recruitment Policy was developed in SoE in 2023/2024 with support from the incoming Provost (i.e. at SET / institutional level) to improve gender diversity in recruitment to academic posts, led by AHoS-P and DoO. This includes (among other things):

			gendered language prior to advertising.				in academic and PSS-technical staff and men in PSS-administrative staff. An increase in the number of female applicants for academic and PSS –technical staff roles. An increase in the number of male applicants for PSS administrative staff roles.	1. Requesting videos at the long-listing instead of the short-listing stage, 2. Committing budget to advertise *all* academic posts via the WES Jobs board (instead of the fixed number through the WES Education Partnership. Although the number of female applicants for posts is low, recruitment data from 2018/19-2023/24 show that the success rate for academic female candidates at interview is high.
4.b	Understand the priorities of prospective PGT and PGR students including E&D and funding concerns.	i. It is a SoE priority to increase PG numbers overall and increase gender diversity as this is a point in the pipeline where females are particularly under represented.	Promotion of PhD studentships through gender diverse social media.	In place	Ongoing, subject to annual review	PGR student survey to indicate that students are fully aware of the PhD and funding opportunities within SoE. Ensure PhD numbers are, as a minimum, maintained at May 2019 levels, and that the gender diversity is 5% ahead of sector for the minority group.		- PGR student survey was carried out. - Internal and prospective students are fully aware of the PhD funding opportunities. For example, applications for funded places increased by 100% between 2022 and 2023. Following an issue raised by an EDC ECR (highlighting the challenges international students with scholarships face in accessing funds to facilitate their enrolment.) the Warwick Doctoral College introduced a pilot Bursary Scheme to support international students who have been awarded scholarships but face difficulties in funding the processes required to join the university. Female PhD student headcount has increased by ~25% but gender diversity is aligned with (not ahead of) sector, at 29%.
		ii. Survey the attendees of the annual PhD information lunch for UG and PGT in order to determine how gender influences the choice		Nov 2019	Ongoing annually	Qualitative feedback received from attendees which will inform future policy and practice.	Qualitative feedback from female undergraduates and PGT indicates greater awareness of, and interest in, following PhD route.	

							Access to information about PhD funding, including SoE scholarships, proactively shared with supervisors and candidates by DGS/DDGS.
iii.	Introduction of a new SoE scholarship to fund up to four PhD students per year. Diversity of scholarship holders will be monitored.	Oct 2019	Ongoing	100% uptake of scholarships by diverse range of students.	Every year, we have a handsome pool of candidates applying for scholarships. There has been a 100% uptake of all scholarship places.		
iv.	A revised approach to University wide PhD scholarships competitions, providing support for supervisors in preparing statement.	Oct 2018	Ongoing	A 15% increase in students being submitted for university scholarships and competitions, monitor female success rates and report to EDC/further action as required.	- There has been a 25% increase in the Chancellor’s scholarship nomination places. 100% of nominees from the department for the Chancellor scholarship have been successful. - Female students have taken up approximately 25% of the slots.		
v.	Promotion of PhDs worldwide through SoE international representatives.	Oct 2018	Ongoing	Aim for gender diversity 10% above sector, relying on visibility of role models and relevance of course content to achieve this.	There has been active promotion of SoE PhDs worldwide.		
vi.	Introduction of two new PGT scholarships providing Alumni discount to all eligible students who progress onto one of the SoE MSc degrees and 20 scholarships of £1000 to students commencing PGT study in 2019. Diversity of scholarships holders to be monitored.	Oct 2019	Ongoing	Monitor uptake, report to EDC/further action as required.	Diversity is at 29% F which is level with sector nationally, but ahead of institutional diversity at UoW (24% F) [A2 Table 13.b] . New PGT scholarships providing Alumni discounts to all eligible students who progress onto one of the SoE MSc degrees and 20 scholarships of £1000 to students commencing PGT study have been introduced since 2019. There has been a 100% uptake of all scholarships. In 2023/24, was awarded.		
vii.	Hold a ‘Realities of work-life balance in academic careers’ event in October 2019 and annually thereafter for	Oct 2019	Ongoing annually	Qualitative feedback from students indicating they have satisfactorily been able to raise and discuss concerns about future work-life balance	This did not take place as originally envisaged because of the pandemic. Carried forward to AP2024.		

				PGT/PGR students who are concerned about managing academic careers and family life.				and are aware of the diverse sources of support, including peer and professional networks and formal provision (e.g. conference support funds, mentoring, Returners Fellowship).	
4.c	Understand the priorities of prospective UG students including their perspectives on E&D at Warwick.	The need to increase the number and diversity of UG applicants to SoE to address national-level shortage (current and predicted) of qualified engineers in the sector. To address national-level lack of diversity in the engineering sector, which limits UK competitiveness. e.g. RAEng reports, and IET 9% is not enough campaign	i. Continue and develop surveys of potential applicants and offer holders. ii. Monitor impact of outreach courses and identify any gender-specific issues. iii. Better understanding of impact and value of outreach courses and targeted actions if appropriate to increase the proportion of female students. iv. Better understanding of views of prospective students, addressing any issues as appropriate.	Jan 2018 Jan 2020 Oct 2020 Jan 2018	Ongoing Jan 2021 Oct 2021 Ongoing		Data received from Central Marketing from decliners and acceptors, analysis done common themes identified. Continue to monitor offer holder and open day feedback; take appropriate action. Consultation undertaken with first year students to better understand what attracted them to Warwick.	Outreach activity was paused due to the pandemic, but it has since picked up. Feedback from virtual open days (during the pandemic) was monitored and actioned as appropriate. Face-2 face open days have resumed and appropriate action continues to be taken following Open Day surveys: - Increased use of students (with a majority of student volunteers being female) in presentations. - Introduction of more interactive 'try it out' type activities at OHODs. Text feedback from 2023 Open day showed that participants recognised the commitment of the School to gender equality in Engineering: - A participant wrote that hearing that the department looks after female engineers was the most enjoyable aspect of the day. - Another said the % of female engineering students made them sure they will apply to UoW.	
4.d	Understand and address evidence of gender bias within degree courses.	It is possible that gender bias in teaching materials limits gender diversity in our student cohorts and in their future ambitions. This has	i. Consult with current students on degree content and gender bias	Oct 2019	June 2020		Opinions on whether there is gender bias in SoE degree programmes were gathered in the UGAS 2017 – [91% no concerns, 9% some concerns] – this will be	From ASCS Student 2023, only 2% of students reported that they have concerns about gender bias in the promotion or implementation of academic and social activities within the department.	

	not previously been explored in SoE but the 2015 and 2019 AS analysis showed statistically significant differences in gender diversity according to engineering discipline.	ii.	Upon completion of the Assessment and Feedback policy, EDC will monitor any revisions made and whether they differentially affect students by gender and other protected characteristics.	Oct 2019	Oct 2021	captured in the bi-annual UGAS. Revisions to policy made in consultations with EDC.	The revision of the assessment and feedback policy did not show any evidence that the previous or new policy contributed to gender bias. The revision process was acknowledged and praised in Inclusive Education Teaching and Learning Review report for 2023.
		iii.	Consult with external examiners on whether there is any evidence in gender bias within degree courses.	June 2019	June 2020	External examiners to confirm there is no gender bias in degree courses. External examiners to confirm there is no gender bias in degree courses.	An alternative and more appropriate action was taken, because of growing awareness about Awarding Gap work and evaluation of 2020 student outcome data. Subsequent launch of PhD research project and Inclusive Education Teaching and Learning Group to evaluate SoE students in detail in context of faculty and national picture. Results to date do not indicate gender bias affecting outcomes, but mature students are less likely to complete, and this will be the subject of a focus group to identify and address issues [see AP2024 2g] .
4.e	Unconscious bias training integrated into Student Skills (UG, PGT, PGR).	i.	Continue to deliver UB training through the mandatory 1 st year module, ES101.	In place	Ongoing	Students have an increased awareness of unconscious bias 100% of 1st year UG attending ES101 receive unconscious bias training. Completion rates of UB training monitored. Feedback through student surveys/SSLC.	Unconscious Bias training has been incorporated into the module ES101 - Introduction to Engineering: Professionalism and Practice, under the topic Equality, Diversity and Inclusion. The module is taken by all students. Community Valued Education Programme (CVEP), a central initiative at the University of Warwick dedicated to cultivating a secure and inclusive environment for both students and staff. This incorporates other programs such as Active Bystanders training and Say My Name.
		ii.	Ensure that all new and continuing PGR students receive UB training.	Oct 2019	Ongoing		
		iii.	Continue to embed UB training in Outreach activities, i.e. Small Peice/Inspire.	In place	Ongoing		

4.f	Understand how and when students select their final degree route after joining Warwick.	Gender diversity varies strongly with degree route. How does exit route compare with entry route? How are students influenced while at Warwick.	i. ii.	Qualitative understanding of impact of role models. Quantified comparison of exit with entry route (proportions across degree routes) for 2019/20 UG cohort.	Oct 2019 (entering 2 nd year) 3 rd year April 2021 (subject and BEng/MEng) Ongoing	Ongoing	Increased gender diversity at exit route for degrees where women are least represented. Identification of any routes where under-represented groups are disproportionately lost. Clear understanding of impact of role models to plan future action	In 2022/23, a project “Improving access and participation to engineering research” (IAPER) was co-led by WMG and SoE staff. This provided funded research places for female UG students. As part of the program, there were three events showcasing successful women in the engineering sector (industry and academia), including former WiE Scholars, who shared their authentic success stories with students. Positive feedback was received from students via video recordings and reports. Secondly a student-led focus group in 2020 (with ethical approval and facilitated by EDC chair) to examine gender issues in engineering education [see AP2019_7.d]: a) How do role models impact students’ decision to study engineering at university? b) What are the reasons for the gender-based disparities found between the engineering disciplines? c) Why do a significant proportion of female engineering students not pursue a professional engineering career after graduation? Findings submitted for publication and PhD studentship commenced on this topic [AP2019_2e] Findings from the PhD indicated that gender does not influence the exit outcomes of students.
5.	Welfare							
5.a	SoE has a clearer understanding of staff welfare issues and a plan to address these.	The biennial PULSE survey run by the University addresses issues on staff welfare.	i.	Develop engagement in PULSE survey which is our main mechanism to understand staff issues such as work-life balance and work-related stress.	Jan 2020	Ongoing – monitored bi-annually as PULSE survey runs.	Regular promotion of the PULSE survey through the SoE Newsletter and visual advertising throughout SoE helped to increase the response rate from	- Engagement in University-wide surveys in 2020 was extremely low due to COVID and new working methods. - The most recent survey in 2023 had 37.1% engagement compared to PULSE 2018 that had 69% engagement by SoE staff.

	The ASCS-2017 provided new detailed data on staff perspectives on wellbeing associated with ED&I matters.	By encouraging completion of the surveys, SoE will be able to identify and address any issues staff raise as a concern.					44% in 2016 to 68% in 2018. Engagements in future surveys to be >75%.	- The engagement with SoE ASCS 2023 was higher than with UoW-led surveys, matching the SoE ASCS-2017 participation at ~ 50%. - Nonetheless, many text responses were provided by participants, which enriched the survey results.
			ii.	Improve PULSE survey results in the school.	Jan 2020	Ongoing – monitored annually as PULSE survey runs	SoE and PULSE staff surveys to gather feedback on an annual basis – increase in positive responses to be seen in all areas.	
			iii.	Conduct ASCS staff survey in years when PULSE does not run.	June 2019 – survey sent to staff	Oct 2019 – biennially thereafter	Delivery of AP2019 to improve results in priority areas 1-5 in future ASCS and PULSE surveys.	
			iv.	Develop and maintain a PULSE Action Plan following the PULSE survey in 2020 focussing on priority issues identified within the PULSE survey. Action Plan to be refined following each survey.	June 2020	Dec 2020	Increased participation rates to facilitate intersectional analysis of staff and student responses.	
5.b	Staff feel that they have an appropriate level of work-life balance and SoE actively promotes staff wellbeing.	Address concerns raised in the University spring 2016/18 PULSE surveys.	i.	Email policy confirming that staff are not expected to respond to staff and students over the weekend.	Oct 2019	Jan 2020	An increase in positive scoring on staff wellbeing in the ASCS survey.	>70% of staff were happy with the work-life balance (UoW-Staff-Survey-2023). This is an improvement on ASCS 2017, where only 53% of staff had no concerns about their workload. Most respondents (ASCS-Staff-2023), 61.6%, feel supported by the school and community for their mental health and well-being. This is consistent across genders, with slightly more males (65.0%) than females (56.4%) feeling supported. From UoW-Staff-Survey-2023, over 70% of staff agreed that their manager takes an active interest in their wellbeing and 75% acknowledge that help is available to support their mental wellbeing.
			ii.	Training of SoE staff as mental health first aiders.	June 2020	June 2021	A 5% positive increase in SoE ASCS and PULSE surveys regarding work-life balance.	
			iii.	Staff Wellbeing activities to be held throughout the year to promote mental health and wellbeing, e.g. no email days, lunchtime walks, therapy assistance dogs etc.	July 2019	July 2020	Uptake of Mental Health first aider training monitored, target of 10% of staff to be trained by June 2021.	

									Monitor engagement with activities, target of 75% of staff to engage in a minimum of one activity per year.	All academic staff with personal tutor or line manager responsibilities have gone through wellbeing training to help facilitate their understanding of mental health, interactions and aid support for staff and students. The School had 7 members of staff trained to be mental health first aiders, following staff departures we now have 5. The training is not currently offered by the University to allow us to train further mental health first aiders but we are working with Health and Safety to see if the training can be reinstated.
5.c	Raise awareness of dignity at Warwick within the SoE and ensure staff feel respected and treated with dignity.	The University PULSE survey, ASCS-2017 survey and subsequent 2018 Focus Groups identified staff concerns regarding dignity in the workplace and the management of staff who lack acceptable behaviours.	i.	Develop a specific action plan to focus on the issues around dignity, respect and bullying and harassment.	Sept 2019	Jan 2020	Action plan in place and shared with staff. To show a reduction in dignity and respect issues, as measured annually in anonymous staff surveys (alternating PULSE and the ASCS survey).	Action Plan was made accessible to staff, and it was used as a working document for EDC and Athena SWAN committee meetings to facilitate implementation of actions. In ASCS-STAFF-2023, 87.9% have not experienced bullying, and 84.7% of staff have not witnessed bullying and harassment in the past 12 months. In contrast, ASCS_2017 reported that 29% of staff had concerns about the occurrence of bullying and harassment in SoE. In ASCS-Staff-2023, only 11.2% of staff do not agree that SoE management is active in tackling bullying and harassment or are satisfied with how it has been addressed. This is an improvement over the 56% of staff in ASCS_2017 that had nothing to celebrate about how the SoE tackles bullying and harassment.		
			ii.	Identify dignity champions within the SoE across all staff groups who will promote the values of Dignity at Warwick and act as points of contact for staff who wish to discuss issues.	Oct 2019	Sept 2020	Dignity champions identified, trained and promoted.	The School was not able to access Dignity Champion training prior to Covid, since Covid the University no longer offers training of Dignity Champions. The School has included regular reminders of the University Dignity at Warwick policy in staff meetings, team meetings and the School newsletter.		

		iii.	Include the University Moodle course on Unconscious Bias in the induction process for new staff. Monitor completion rates and follow-up non completers.	Apr 2019	Ongoing	Course included in induction paperwork. Ongoing process to monitor and contact non-completers. All new starters to have completed within first 3 months.	100% of new staff and staff with people-facing responsibilities have completed the Unconscious Bias training, including refresher courses.
		iv.	Share information about the impact of diversity on organisational performance, and about funder requirements for minimum standards to be met, on the ED&W area of the SoE website including outward facing Athena pages.	Aug 2019	Ongoing – impact monitored annually following surveys	Feedback from staff in the annual ASCS and Pulse surveys.	From ASCS-Staff-2023, 69.2% of female and 84.7% of male staff agree that SoE leadership actively supports gender equality.
5.e	Establish a resource library within the School of wellbeing/personal development books.	To ensure staff have a bank of resources available to them to aid their wellbeing/personal development.	i. Liaise with the Universities Wellbeing Services and the LDC team to take advice on relevant books to purchase on topics such as managing stress, handling difficult conversations, working and parenthood. ii. Create and advertise a confidential loaning system where books can be requested online and distributed to members of staff confidentially.	Oct 2019	Sept 2020	Library in place and advertised to staff ensuring staff are able to access up to date and relevant information on wellbeing and personal development.	Not viable to create a hard-copy resource due to pandemic, but online provision more substantial. Digital resources provided via improved UoW Wellbeing website launched during pandemic, and staff directed to these resources via SoE website and newsletter. Staff now have access to Mindtools (via LMD) which provides short training courses, articles, videos etc. on both professional development as well as time management, managing stress at work etc. This is promoted to staff via the School newsletter.
		ii.		Jan 2020	Jan 2021	Monitor number of staff requests for this resource.	Online provision not monitored directly in the way that the original-envisaged hard copy system would have been.

								Positive feedback through the ASCS survey.	ASCS-STAFF-2023 confirms staff are aware of wellbeing information, but there are still barriers to some staff feeling confident asking for help.
5.f	Improve return to work experience following maternity/paternity/adoption leave.	To ensure staff feel supported after a long period of absence.	i.	Promote the University's Working Parents Network.	Apr 2019	Ongoing, impact measured at: Apr 2021	Staff feel supported on their return to work. ASCS and PULSE surveys to indicate positive scoring/comments.	In ASCS-STAFF-2023, 100% of those who took leave reported that their line manager supported them. A high percentage (83.3%) feeling supported upon their return to work is a positive outcome. All returning parents were made aware of the scheme. During Covid the School did set up a Teams site for parents to support each other with home schooling etc.	
			ii.	Promote the Returning Parents' Mentoring Scheme.	Apr 2019	Ongoing, impact measured at: Apr 2021	100% of returning parents made aware of the scheme.		
			iii.	Encourage existing SoE parents to become mentors of the above scheme in order to provide support to new parents within the SoE.	Oct 2019	Ongoing, impact measured at: Oct 2021	Monitor number of SoE staff who sign up as mentors.	The School promoted the Returning Parents Mentors Scheme via the School newsletter for staff to access it for support but also to sign up as mentors. We are not aware of any staff members who chose to sign up to mentor under the scheme before Covid. The University is no longer running the mentoring scheme.	
			iv.	Hold focus groups with staff returning from maternity/paternity/ adoption leave to identify any areas where support can be improved.	Oct 2020	Jan 2021	Focus group held – actions identified to address issues raised.	Suspended because of pandemic. Issues instead identified in surveys conducted during pandemic and in ASCS-STAFF-2023. Ongoing area of particular support for returning carers is timetabling of teaching activity to take into account external carer commitments.	
5.g	Evaluate the uptake and effectiveness of KIT days.	The impact of KIT days has not yet been evaluated.	i.	Staff meeting to take place on return from leave to evaluate the effectiveness of KIT days.	Oct 2019	Ongoing, impact measured at: Oct 2021	Quantitative feedback from individual staff members on the benefits of KIT days.	From ASCS-Staff-2023, A high percentage (75%) agreed that there is clear communication between employees on leave and their colleagues or superiors. KIT days are entirely optional, and many staff do not take them up as they do not feel they are necessary prior to returning to work.	

									All those who have taken maternity leave since the pandemic have been offered KIT days. Staff that took KIT acknowledged the usefulness. Awareness has been created about baby feeding rooms that have been provided at various places on campus, with close proximity to the department. The department will soon be reinstating its wellbeing facilities for staff ensuring there is a quiet and private room available where staff can work away from a shared office, go to if they need some quiet time, express milk etc.
5.h	Promote the milk-expression room and baby changing facilities and ensure all staff are aware of the policy on bringing children into the School.	To raise awareness of this facility to staff and visitors	i.	Include information on ED&W area on SoE website and as part of general information about SoE facilities	April 2019	Ongoing	Awareness of this facility to be monitored through the ASCS survey. The University Nursery will be aware of this facility and able to highlight it to parents in SoE.		
6. Governance									
6.a	All staff feel they are represented and have a voice in the SoE committee structure.	Staff feedback - to ensure transparency of committee decisions and discussions.	i.	Following SMC, a summary email is circulated to all staff to keep them informed on decisions taken.	Jan 2018	Ongoing	Feedback from staff survey on usefulness and value.	Staff receive SMC Meeting updates on decisions and progress via email.	From ASCS-STAFF-2023, 90% of female staff and 95% of male staff reported that they are aware of these emails.
			ii.	SMC to extend an open invitation for two members of SoE staff to attend the Committee each time they meet.	Jan 2018	Ongoing	Uptake of places monitored by EO with a target of 50% in 1st years. Qualitative feedback from attending members of staff.	This initiative was sustained but subsequently interrupted by operational changes during the pandemic. When it was available uptake was low. Informal feedback suggested that attendees found it interesting to witness the discussions that took place.	
6.b	Committees within SoE have a clear purpose and remit and are representative of diversity in the School.	To ensure there is diversity on each of the SoE Committees and that decision making is done with an understanding of ED&I issues	i.	Continue to ensure Committee membership maps effectively to Committee remit/ToR.	Sept 2019	Reviewed annually	New Committee structures are in place. All staff groups have effective representation in SoE Committee structure and is monitored by SMT.	An annual review of committee ToR and evaluation of diversity and representation in the committee was carried out. As of now, the committee membership of SoE has 43% female representation while in 2019/20, female membership was 41%.	

		ii.	Each Committee to continue to annually reviews its ToR.	Sept 2019	Reviewed annually	ASCS survey results show staff understand school structure and feel represented. Applications from underrepresented staff groups are actively encouraged to ensure representation can be maintained.	There is active recruitment of all groups of staff to relevant committees. Ongoing, primary channels to ensure Unconscious Bias training are via induction, involvement in recruitment, and/or being in a people-focussed role. All staff with people-facing or leadership roles have completed Unconscious bias training.
		iii.	Membership of Committees to continue to be evaluated for diversity and representation on an annual basis.	Sept 2019	Reviewed annually		
		iv.	Ensure all Committee members have undertaken UB training.	June 2019	Reviewed annually	UB training by Committee Chairs monitored 100% completion targets by December 2019 for current Committee Chairs.	
6.c	Monitor the gender balance amongst SoE Committee Chairs.	i.	Continue to review Committee Chair on a yearly basis.	Sept 2019	Annually	Increased diversity in leadership roles to 40% female Committee Chairs by Sept 2020.	In ASCS-STAFF-2023, 70% of staff agree that the School is committed to achieving gender balance in leadership positions. Currently female representation in committee leadership is 67%, it was 60% in 2019/20. In addition, the School Executive Team (SET, 6 staff) has a 50:50 gender balance.
7. Culture and Engagement							
7.a	Staff are kept informed about key messages and have an opportunity to share	i.	PULSE 2016 survey identified a need for improved communication within the School.	June 2019	Dec 2019	Plan to be informed by feedback obtained during an All-Staff Meeting.	The following channels for passing on key messages to staff were established. • Get Connected – the Monthly School Newsletter • SMT Update Emails • Staff Intranet • Staff Meetings • Staff & PGR Coffee and Cake From ASCS-STAFF-2023, only 2.6% of staff say they are unaware of these initiatives.

							Representative communication during staff meetings significantly improved with use of QR-code-accessed anonymous polling and free-text feedback. This obtains real-time data shared with staff, with the majority of attendees actively participating in consultations.
7.b	Improve information and awareness of people and roles within the SoE to help improve communication and showcase diversity.	The SoE has over 200 staff members. Photo boards of the Management Team and key staff will help staff build up a visual knowledge of who to contact for key issues,	i.	To display a photograph board of the Management Team in key areas including student areas.	Oct 2019	Dec 2019	Annual Staff/Pulse survey feedback demonstrating an increased awareness of key roles and responsibilities.
			ii.	Improve information on the intranet of post holders and role information in order for people to be able to find out who is responsible for different areas.	Jan 2020	Oct 2020	Annual Staff/Pulse survey feedback demonstrating an increased awareness of key roles and responsibilities.
7.c	Staff in SoE have time to engage with others informally within the working day.	PULSE survey identified a need for more time to network and develop the SoE community.	i.	Continue to host termly coffee breaks with members of SMT present.	May 2019	Ongoing	Staff feedback in the annual staff survey to indicate at least a 75% positive response to the opportunities provided by the SoE for informal socialising.
							SoE coffee breaks are organised alternate Tuesdays and Thursdays biweekly (alternating AM and PM). From ASCS-STAFF-2023, 69% of staff engage with the Staff and PGR Coffee and cake informal meetings. 30% are aware but do not actively engage. However, the text responses suggest that many who do not engage would like to engage if they were free and have no deadlines at that time.
							From UoW-Staff-Survey-2023, 65% of staff agree that senior managers within SoE are visible and approachable.
							59% of staff actively engage with the intranet while 32% are aware but do not actively engage with it. Staff feedback suggests updating the intranet to provide additional information and clarity on contact details.

	ii.	The staff Common Room to be booked out for one hour per day specifically for staff to informally meet for coffee. This will be advertised to all staff on a regular basis to encourage networking.	Oct 2019	Ongoing	Advertised throughout the SoE. Usage periodically monitored.	The uptake of group lunch breaks in the staff common room has improved after the space renovation in 2023 along with staff using the area for coffee breaks with colleagues throughout the working day.
	iii.	All staff to continue to be given the opportunity to take part in staff social events to support networking within the SoE.	May 2019	Ongoing	Social events continue to run throughout the year. Feedback gained through ASCS survey.	Social Events are organised all year round. This includes lunches, barbeques and games, Christmas door decoration events, Christmas jumper days, and networking with student events amongst others. From ASCS-STAFF-2023, 78.26% of staff (male (83.6%) and female (75.0%)) feel that social activities with staff have been beneficial while 82.7% ((male (89.4%) and female (79.4%)) feel that social activities with students have been beneficial.
	iv.	Time to be set aside for networking in termly support staff meeting.	Sept 2019	Ongoing	In place and advertised to staff. Attendance monitored and feedback gained through ASCS survey.	

7.d	Staff and students at Warwick are inspired by female engineers as role models, breaking down entrenched stereotypes.	National initiatives have shown the importance of role models in encouraging minority groups to pursue a career in a particular sector.	i. Build on the initiatives and programmes of events from INWED18 to mark the WES Centenary.	June 2019	Ongoing	The School celebrated INWED18 by displaying quotes from female staff on electronic noticeboards throughout the school and on social media periodically throughout the day. This display was well received within the School by staff and visitors hence the decision to install a permanent display of plaques. Open Day Surveys to capture impressions from potential students about the diversity of role models in SoE.	50% of attendees on Open days expressed that diversity and role models were visible when they visited the university. 88% of students responded that there is many or some things to celebrate when it comes to diversity in the department. They acknowledge the presence of strong and inspiring female academic staff, although there exists room for improvement in female engineering staff numbers.
			ii. Create a permanent display of plaques featuring the aspirations and achievements of a diverse range of inspirational engineers, including SoE staff, alumni, and others; individuals who have made significant contributions in the engineering sector.	July 2020	Ongoing	Positive feedback (verbally and through Open Day questionnaires) from visitors and potential students Applications from underrepresented groups, including female and BME students continue to rise.	Student quote “The staff and students are very diverse ethnically however it would be great to have more female professors. I love the teaching style that the female professors have contributed and it is great to be able to look up to them!” “Majority of the positive opinions and experiences in the department has come from women led roles. Therefore, female role models have been very prominent, my only wish is that there was more.” International Women in Engineering Day is celebrated every year through several outreaches that are both inward and outward facing. These events incorporate female speakers from academia and industry.
			iii. Celebrate Women in Engineering Day with speaker (for 2019, WES centenary celebration hosting WES member Sally Friswell from Arup Engineering) about career and experiences in	17 June 2019	Ongoing annually	Gender diversity of visiting speakers to be monitored with a view to increasing even from sectors where women are particularly underrepresented.	The SoE Athena SWAN champion has also worked with the University to create awareness about the impact and contributions from female engineering staff and students across the University. Educational partnership with WES is sustained. Many female staff members and students participate in event. The SoE Athena SWAN Champion is the inaugural lead for the newly created WES Education Cluster.

			engineering to all staff, students and invited local secondary school pupils interested in STEM careers.				
	iv.		Sustain educational partnership with WES, with impact for staff recruitment and support for the Warwick WES student group, including national-level network building.	Partnership commenced Nov 2017, to be renewed annually.	Ongoing		
	v.		Continue to support the Warwick WES Student group to expand their activities and impact.	Apr 2019	Dec 2020		Support continued for WWES which has won national awards during AP2019 including Bright Network diversity award.
	vi.		Increase the number of female speakers from external companies to carry out placement talks to students, ensuring the proportion exceeds sector average.	Oct 2019	Oct 2020		Speakers invited and female student media clips created through IAPER project collaborative with (and shared by) WMG, 2023. Additional content for the SoE website shared from WUSAT students and alumna, video clips etc. detailed in AP2019_8.c.iii.
	vii		Creation of multi-media clips of female staff and students on the SoE website.	Oct 2019	Dec 2019 and ongoing		
	viii		Updating the 'Women in Engineering' leaflet for prospective students featuring current staff and students detailing their interest/success in the field.	Oct 2019	Jan 2020		Leaflet work initiated but completion postponed due to changed ways of working during pandemic. Revised leaflet developed and to be completed and published once outcome of current Athena Swan Award cycle is known in spring 2025.
7.c	SoE promotes the Athena SWAN agenda internationally	Evidence from interactions with the academic sectors in	Engagement with the international biomedical engineering community.	Ongoing	Ongoing	Advancing intersectional understanding of staff and student communities. Engagement plan for future impact in	UoW with an application from SoE's HoT and EDC Chair hosted the ICWES2018 despite challenges faced by COVID, which led to the conference being held online in 2021. The conference had 154 abstracts submitted to cover different aspects of STEM and Gender subjects. There were 224 participants from 34 countries spread across 5 continents. The event was

							communities overseas arising from e.g. ICWES 2017 (attended by DoSR), examples of best practice raising the profile of women in STEM, recognising and challenging barriers to gender diversity internationally. Project scoping at ICWES2018 for new international collaborations. SoE has better understanding of diverse cultural challenges faced by current and prospective international staff and students.	championed by the HOT who was the WES Liaison Officer for the School at the time. Comments on the impact of the conference include the following: “After seeing and listening to so many women scientists, the conference helped me break the barrier about what women can achieve... in my culture women are seen as property... it was truly amazing to see women engineers and professors who are also mothers. I am now inspired to double the efforts in encouraging the young ladies I lead to join science and math courses.” “The diversity of the presentations from different corners of the world bringing in different views and how people are using science to overcome challenges. I enjoyed the breakout rooms although I could only attend one session at a time.” Some other international opportunities of sharing best practice included an invitation for the EDC Chair as a speaker at an equality event in India in 2020.
7.f	Host termly lunches for new members of staff.	The size and layout of the SoE creates barriers for new members of staff to develop networks. Hosting social events will help integrate new starters into the SoE.	To trial the first lunch for new members of staff. To have members of SMT in attendance and representatives from different teams/streams to assist new staff in becoming familiar with different roles within the SoE and encourage networking.	March 2019	Ongoing	Feedback from new staff and ASCS staff surveys to indicate lunches provide a positive networking experience and helps create a sense of belonging within the SoE.	This need was met instead through Coffee & Cake biweekly sessions introduced as soon as possible after the pandemic (all staff including PGRs and senior leaders). Larger-scale events (e.g. team-building lunches open to all staff in January 2024). The strong engagement with regular events of this type is evidenced in ASCS-STAFF-2023. Where practical induction meetings with new staff are also arranged as a group e.g. all recent new starters attend induction meetings together. This ensures that they get to meet and get to know those starting at a similar time to them.	

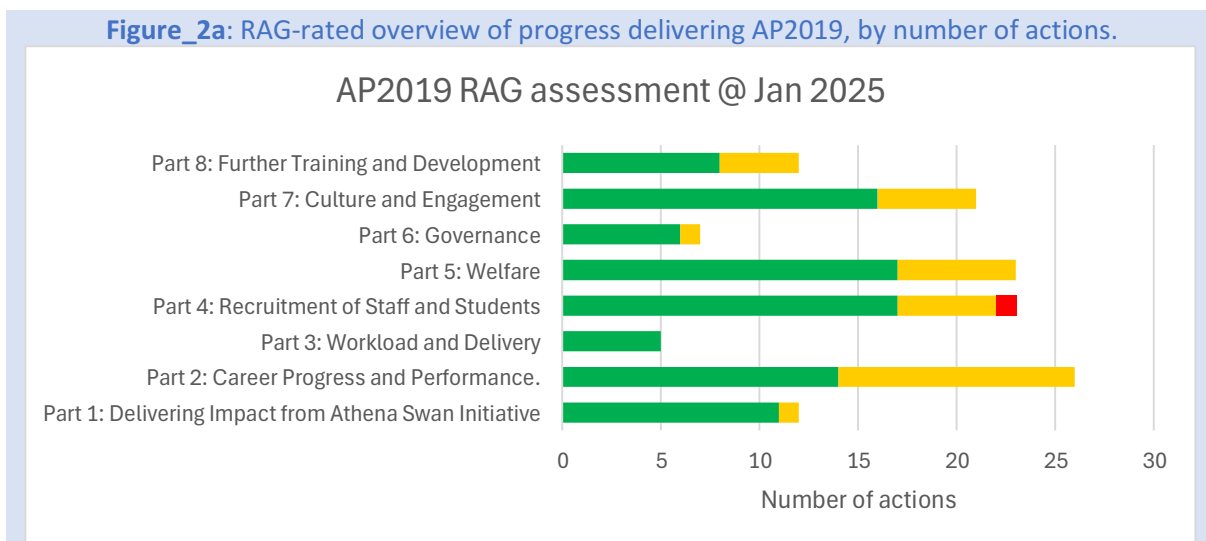
7.g	Introduce an online evaluation form for New Starters on the SoE Induction process.	To ensure new staff needs are being met prior and post induction and where necessary improvements to the process are made.	i.	Creation of an online form to be sent to new starters three months post start date	Jan 2020	Ongoing	Feedback from online evaluation form indicating a positive induction process to SoE.	A review of the School induction process is pending (it was put on hold due to the pandemic). Currently informal feedback is collected from new starters during induction meetings. This will be used to inform the review of the School's process. Informal feedback shows that staff value the meetings with SET and other colleagues but find the form the SoE issues with what new starters need to know and do to be cumbersome.
8.	Further Training							
8.a.	Staff are supported by the wider SoE community	To ensure that new members of staff can draw on the expertise of existing colleagues, in addition to that of their direct Line Manager.	i.	To implement an SoE mentoring scheme to be offered to all categories of staff with a mentor from within the School.	Oct 2019	Nov 2022	Feedback from new starters to indicate they feel well informed about the mentoring opportunity and if requested they have been assigned an appropriate mentor.	All new junior academic staff (Assistant Professor R&T) are assigned a mentor. PSS are assigned a mentor from within their team when they join, this is currently an informal arrangement. ASCS-STAFF-2023 on peer support: Many things to celebrate: 29% F, 28% M Some things to celebrate: 35% F, 51% M Nothing to celebrate: 24% F, 19% M
			ii.	The University wide mentoring scheme supporting broader development (UoW-Mentoring) to be regularly promoted to current staff via the SoE Newsletter and staff intranet.	April 2019	Ongoing, termly	Monitoring of successful SoE mentoring by Line Managers and reported to SMT Via EDC Feedback on SoE and UoW mentoring requested through the annual staff survey.	- The UoW mentoring scheme has been publicised to staff via LMD updates, Insite newsletters and the School newsletter. - Individuals do not need School approval to access a mentor and therefore we do not hold local records or follow up on the success of the scheme. - We are aware informally that colleagues have accessed the scheme with varied feedback as it much depends on the assigned mentor.

8.b	Staff receive appropriate training to support them in their roles.	To enable staff to develop a broader range of skills to support them in their career development and to ensure best practice is implemented throughout the University and to comply with University policies.	i.	E&D guidance for staff designing research studies and writing proposals (e.g. aligned with EU funder requirements) and drawing on international best practice.	During 2019	Ongoing	Guidance documents available to staff and access to documents monitored.	- Several research trainings have been developed and offered to staff. - All new staff have completed necessary trainings including EDI and unconscious bias training as a requirement for their probation period. - Longer-serving staff members have also gone through this training. - There is a requirement that training will be repeated at 3-year intervals or less. From ASCS-STAFF-2023, 74% of staff believe they have all the information required to do their job well.
			ii.	Termly seminar series to be organised to support academics with key areas of their roles e.g. building links with industry, fellowship applications, creating impact etc.	Sept 2019	Ongoing	Feedback from staff on Seminar Series and attendance at seminars.	A series of impact/industry events were held prior to the pandemic. These did not formally resume after the pandemic. Nonetheless there were multiple meetings within a year between staff and industrial counterparts by different streams within the school.
			iii.	Expand formal HR Policy training for Support Managers to ensure up to date knowledge of key policies, i.e. sickness absence.	Oct 2019	Ongoing	Feedback from Managers on Policy training.	In person training did not take place due to the pandemic. Upon return to "normal" activity UoW had developed online Moodle training in areas such as staff absence, sickness management etc. These have been promoted to PSS line managers. More importantly, within the School the AO has taken a lead role in providing guidance and support to line managers in key areas, negating the need for formal training.
			iv.	To ensure all eligible staff are nominated for WAMP within the next 3 years. Any	Oct 2019	Oct 2023	100% of eligible staff to have completed WAMP by 2023.	The UoW discontinued WAMP during the Covid 19 pandemic. At that time, SoE had 1 member of

									and engagement activities that staff have organised or participated in within the month.
									From ASCS-STAFF-2023, 72% of staff have actively engaged with this newsletter.
8.d	SoE to develop an unconscious bias project in collaboration with the Centre for Education Studies	A route to support increased diversity in the pipeline, engaging with both students and teacher. Utilizing well-received ideas from prior SoE applications to Royal Society (2017) and RAEng (2018)	i.	Pilot work locally, scale up for regional/national impact if successful	Oct 2019	Nov 2022	Published report. Formal evaluation of impact via Centre for Education Studies, determining scale of future activity.		Work has been undertaken through the Pre-School Futures project (led by EDC Chair) with collaboration from Centre for Education Studies, working directly with UoW Campus Nursery. The literature review was completed in 2021, 'Making Magnificent Things' IATL-funded project in 2022 including SoE students and Centre for Education Studies students, 2023 planning with an external provider for national-level translation to enable wider recognition of engineering-relevant skills in Early Years.

2.1.2 Progress achieved in implementing the department's previous action plan

Figure_2a: RAG-rated overview of progress delivering AP2019, by number of actions.



AS2019-Application-Feedback recognised that *“an investment is clearly being made in gender equality work”* and the subsequent progress was achieved through embedding responsibility for AP2019 in the day-to-day work of SoE, and through regular AP2019 status updates at twice-termly EDC meetings.

EDC membership and AS-SAT membership comprised individuals defined by their posts, or who applied to represent specific areas through open calls for members, bringing knowledge and commitment to monitor and advance AP2019 delivery. **AS2019-Application-Feedback** encouraged *“the school to ensure that the new (EDC) is more ethnically diverse”*. In practice, this was achieved through the self-nomination process noted above (EDC membership from 5% to 27% BAME, with core SAT 50% BAME including AS-Champion/EDC Deputy Chair).

EDC continued throughout the pandemic, meeting online, and subsequently ran in hybrid format to maximise access and participation. **AS2019-Application-Feedback** encouraged more specificity in our actions, although how we did this has prompted learning outcomes (see ‘Diversity Targets’, below).

The majority of actions were completed (Green), with progress on the remainder (Amber), and only a small number that could not be delivered or substituted with an alternative approach (Red). Of those that were not attempted, this arose from significant constraints that arose during the pandemic, primarily the pressures on staff time, and/or due to suspension or cancellation of external provision.

Learnings and Outcomes

Diversity Targets: under AP2019, targets were set to increase diversity in cohorts [e.g. [AP2019_2.e.i-ii](#)], but these absolute targets did not take into account sector-level variations. Learning points for AP2025 include:

1. To aim for growth in diversity relative to sector, rather than absolute growth. This will require more detailed benchmarking to measure in depth, and the priority is to attract more talent into the sector, rather than simply seeking to attract a higher proportion of the current applicant pool.

2. To understand and address practical constraints to diversity in the applicant pool for staff. We learned that:

- i. In **academic recruitment**, where females are under-represented, we had a number of actions implemented to create an inclusive recruitment process. Arguably a positive outcome is the success rate at interview for female candidates [A2_Table_7.a], but analysis of the whole pathway confirms a constraint from the low numbers of female applicants. This is addressed in **AP2025-Key-Priority-3-Representation-in-Recruitment**.
- ii. For **PSS-admin**, where males are under-represented, recruitment measures have led to increased gender diversity; this is expected to progress with continuation of established measures.
- iii. For **PSS-tech**, where females are under-represented, the AP2019 aspirations to retain female staff assumed a future recruitment pathway and relied in part on accessing national provision. Both changed due to external factors. We were successful in our aim, despite this.

> **Learning point outcome:** to ensure actions are based on institutional provision, and to seek alternative external provision where this benefits the intended outcome.

Data Monitoring: we created systems in-house to monitor data that were otherwise difficult to obtain at institutional level. As anticipated, the regular reports enabled issues to be identified and acted on within the AP2019 timeframe. For example, EDC identified in 2020 that the proportion of female students selecting the MEng pathway mid-degree had dropped. This was successfully addressed through introducing an information session about the MEng earlier in the academic year, which encouraged more females to pursue the higher-level qualification (supporting **AP2019 3 Career Pipeline: PGR to Early-Career Academic**). However, regular reports to EDC were more readily obtained for student than staff data.

> **Learning point outcome:** Because of inherent differences in how staff data can be held/accessed/shared, the DoO is dedicating staff resource to ongoing management of staff data for monitoring purposes in AP2025.

Custodianship of action delivery: EDC monitored AP2019 progress through the Executive Officer (EO) sending out individual sections of the RAG-rated AP, organised by action-ownership, requesting twice-termly updates for EDC. This method was effective in maintaining AP2019 delivery, especially during the pandemic. However, it was easier to discuss progress on actions directly involving EDC members:

> **Learning point outcome:** All AP2025 assignments to include at least one EDC member (defined by role, or nominated), to support communication and action delivery.

Progress against each area

Part 1: Delivering Impact from Athena Swan Initiative

All actions Green-rated aside from one Amber:

1.a.iii: Pandemic impact prevented Huddle system implementation as originally planned, but this was achieved via GetConnected EDI updates [ASCS-Staff-2023_Q#1E.2 GetConnected: 99% aware, 73% actively engaged].

Part 2: Career Progress and Performance.

14 were Green-rated, 12 were Amber:

2.b.i-ii: Work-shadowing did not start in 2021 due to the pandemic, but multiple alternative measures (noted in AP2019) were successfully implemented.

2.c.i-ii/2.f.i: Bespoke surveys were not run because ECRs were part of wider alternative surveys to assess circumstances during the pandemic, followed by UoW and SoE cultural surveys. The result was establishment of the ECR Forum alongside RDM and RO support which is helping ECRs to progress and succeed.

2.e.i-ii: Stated quantitative targets were not met (see 'Learnings and Outcomes'), but increased diversity was achieved over the long term [Table_1a, A2_Table_12.a/12.b].

2.k.i-ii-iii: This was launched and thriving, with excellent ECR and wider staff representation at the seminars, but the series (and opportunity to measure impact) was stopped by the pandemic, and has not yet relaunched due to a subsequent focus on restructuring.

2.m.i-ii: This could not be completed as designed, as no apprentices were hired during this period. However, technical staff were appointed (increasing female diversity), female apprentice retention was successful (primary objective) and their contribution celebrated in the Staff Awards 2024.

Part 3: Workload and Delivery

All actions Green-rated

Part 4: Recruitment of Staff and Students

Majority of actions Green-rated, but Red and Amber were as follows:

4.b.vii: Work-life-balance career event for PGT/PGR was postponed due to impact of the pandemic on academic staff with caring responsibilities who planned to deliver this from their lived experience. ASCS- Student-2023_Q#5.3 confirms there is still a clear need; this action is in AP2025.

4.a.i: Successfully established, but withdrawn due to pandemic impact beyond our control (sustained UoW nursery place and staffing constraints).

4.a.iii: Proposal was in development but curtailed by pandemic impact. The Diversity in Recruitment Strategy was developed as a more sustainable alternative to address the overarching aim.

4.b.i/v: Excellent progress increasing female PGR headcount, plus a new policy to support entry by economically disadvantaged fellowship holders, but only modest gain in diversity: +2%, to 29% (aligned with, not ahead of, sector).

4.d.iii: Action redesigned to better achieve the aim, by focussing on student experience research and findings from ASCS- Student-2023.

Part 5: Welfare

Majority of actions Green-rated, but Amber were as follows:

5.a.i: UoW PULSE did not run as scheduled, being replaced with institutional COVID surveys, a Social Inclusion survey, and an Employee Survey (**UoW-Staff-Survey-2023**), the latter coinciding with SoE **ASCS-Staff-2023**), fragmenting engagement. Focussed action to increase survey engagement will be possible under **AP2025**.

5.c.ii: The institutional training provision was discontinued, so SoE took independent measures to achieve equivalent awareness and access to support.

5.c.iv: New institutional provision superseded the initiative SoE proposed, with quantitative and qualitative feedback on related issues obtained from **ASCS-Staff-2023**

5.e.ii: Format of provision changed so quantitative monitoring not viable. Staff awareness of wellbeing resource measured in **ASCS-Staff-2023-Q#6.3**

5.f.iii-iv: The institutional mentoring scheme was discontinued, and the focus group scheduled for January 2021 was not run because of the pandemic. Instead, quantitative and qualitative evidence from parents was obtained in the COVID surveys and in **ASCS-2023**. The value of embedded SoE initiatives to support staff with caring responsibilities was reconfirmed, including flexibility within the timetabling of delivered teaching activities (93% of staff reported the benefits of this), and timing of meetings (85% of staff agreed that this had been beneficial). Although these initiatives were introduced in the expectation that they would particularly support female staff with caring responsibilities, in practice these measures have been valued by all staff, enabling people to fulfil caring responsibilities while also fully accessing the workplace environment, irrespective of gender.

Part 6: Governance

All actions Green-rated aside from one Amber:

6.a.ii: This initiative ran and qualitative feedback was obtained, but it was interrupted by operational changes during the pandemic.

Part 7: Culture and Engagement

Majority of actions Green-rated, but Amber were as follows:

7.b.ii: Progress to develop the intranet has been made in this area, but feedback (including **ASCS-Staff-2023**) confirms that further improvements would be welcome.

7.c.ii: This action was implemented differently, but as a large Common Room renovated in 2023 it is well-used for social and wellbeing events, and available much of the time for lunch and coffee breaks.

7.d.viii: This was initiated but is on hold until spring 2025 when the outcome of this cycle is known.

7.f.i: This action was improved to create a more frequent and inclusive format for social interaction.

7.g.i: Part completed: feedback was obtained, the new starters form will be further improved.

Part 8: Further Training and Development

Majority of actions Green-rated, but Amber were as follows:

8.a.i: Some provision is formal (mentoring of Acad-R&T); some is informal although routinely offered (PSS staff). **ASCS-Staff-2023** indicates scope to improve peer support.

8.b.ii: The series launched successfully but did not continue through/beyond the pandemic.

8.b.vi/v: These training provisions were discontinued by the institution. New provision is now on offer, focussed to staff grade and role, better aligned to staff need than the previous schemes.

2.1.3 Evaluating success against the department's key priorities

AP2019 Key Priority 1: Encouraging Appraisal

Annual Development Review:

This priority arose because engagement in a voluntary annual personal development review (PDR) was very low at the start of this AS cycle, partly because some staff felt it did not necessarily aid their development, and because UoW had decoupled the merit pay process from PDR participation. Recently that link was reinstated, helping SoE increase engagement with the PDR process at all levels, including for staff conducting the reviews. While in spring 2023 only 54% of Acad-F felt positive about the value of a PDR [ASCS-Staff-2023_Q#5.5], subsequent work to encourage engagement in summer 2023 **increased participation +55%** from 30% in 2018 to 88% in 2023. In 2018, PSS-M were least likely to participate in a PDR (10%), and SoE **increased participation +64%** to 74% in 2023 (subsequently 97% in 2024). Total engagement rose from 28% in 2018 to 71% in 2023, 73% in 2024. Staff default to having their PDR with their line manager, but can have it with an alternative member of staff on request, and a few staff take this opportunity each year through direct request to the Operations Manager so the line manager does not need to address the request. This maximises support for the staff being reviewed. Currently FTC ECRs are least likely to engage, so demonstrating how annual appraisal supports career progression addresses **AP2019 3 Career Pipeline: PGR to Early-Career Academic** and continues under **AP2025-Key-Priority-2-ECR-Development**

AP2019 Key Priority 2: Community Growth

Recognising staff achievements is one key element of community building, and we launched the **SoE Staff Awards** in summer 2024. This was well-received, with categories accessible to staff at all grades and functions. The awards were organised by the AHoS-People and DoO, shortlisted by a gender-balanced group from SoE representing Acad and PSS roles, and evaluated by a diverse external panel from the Science, Engineering and Medicine Faculty. It is planned to make this an annual event, and information sharing about the process developed by SoE has subsequently supported other departments in the Faculty developing equivalent Staff Awards.



Wider initiatives to support the community have included an annual Christmas Door Decorating Competition (with strong individual and shared-office participation), cake baking competitions, Christmas and summer lunch social events, health and wellbeing talks, a free sanitary-wear provision initiative, physical exercise sessions, online puzzles, and common room jigsaws.

AP2019 Key Priority 3: Career Pipeline: PGR To Early-Career Academic

Involving the postdoctoral ECRs as key facilitators of the SoE annual postgraduate research symposium provided professional development opportunities, and helped establish connections throughout this community, with ECRs more engaged at whole-school level, and PGRs gaining role models among the postdoctoral community. The PGR population continues to match gender diversity by sector measures. We have sustained diversity of >27% over this 5-year cycle ([A2_Table_1.a.iii](#)). Over three AS cycles, since 2010, there is sustained improvement in gender diversity at PGR level from 21% to 29% female ([A2_Table_12.c](#)).

AP2019 Key Priority 4: Intersectionality among staff and students

Progress in achieving higher BAME representation, especially in PSS staff groups previously under-represented and now ahead of sector, is summarized in [\[A2_Table_11.d\]](#).

The AP2019 ambition to investigate intersectionality for students was based on the recognition that little or no data were available at that point to identify any potential issues. Subsequently, an awarding gap (UG BME students less likely to gain 1st class, but more likely to gain 2:1, than White or Asian peers) was identified and prioritized by the HoS for further study through a funded PhD studentship. The research has tested relationships between student experience and attainment, incorporating intersectionality. This has been done under full ethical approval to enable in-depth investigation of potentially relevant factors, including socio-economic background, caring responsibilities, gender, ethnicity, disability, parental level of attainment, career aspirations, wellbeing, and sense of being respected and included in their communities while at university. Initial findings were tested in UG student focus groups with themes determined by the quantitative survey findings. Gender was not a significant factor in awarding gaps, but a key quantitative finding was that BME students are less likely than White or Asian students to be confident that they have the skills required for their assignments and to manage their workload, and this confidence correlates with awarding outcome. Detailed findings from the study are being prepared for publication, and have informed intervention design for the SoE Inclusive Education Action Plan since 2022 onwards.

AP2019 Key Priority 5: Engineering Discipline Focus

Monitoring intake to UG and PGT by course has allowed initial trends identified in AS2019 to be confirmed. Focus groups and student surveys confirmed gender bias in the choice of engineering discipline, with female applicants more likely to choose subjects with evident scope for humanitarian/healthcare impact.

Through work under **AP2019 5 Engineering Discipline Focus** we identified a constraint from A-level choices to increasing diversity at undergraduate level. Engineering requires the equivalent of Physics and Maths A-level. We have confirmed gendered differences in discipline choice, from conversations with applicants at University Open Days, from published research, and from over six year's of SoE data measuring diversity in discipline-choice-selection at UG and PGT level [\[Table_2a\]](#):

Table_2a: Gender as a factor in SoE degree discipline choice

Level	Discipline	% Female 2018-2024
UG	All	21%
UG	Automotive Engineering	7%
UG	Civil Engineering (full time)	27%
DA	Civil Engineering Degree Apprenticeship	39%
UG	Systems Engineering	30%
UG	Biomedical Systems	54%
MSc	All	34%
MSc	Advanced Mechanical Engineering	15%
MSc	Biomedical Engineering	49%
MSc	Diagnostics, Data, and Digital Health	53%
MSc	Humanitarian Engineering	63%

Female students selecting three A-levels are therefore more likely to select Maths/Biology/Chemistry and drop Physics, in order to access to careers in the medical/healthcare sector. The outcomes from these learning points are the need to highlight, in our outreach and admissions materials and activities:

- i. the importance of Physics as an enabler of careers in the bio/medical sector, including via a variety of engineering qualifications;
- ii. how the skills gained in each of our engineering courses can be used for humanitarian/wider societal benefit.

The **undergraduate and PGT populations continue to match or exceed gender diversity by sector measures**. For UG General Engineering, we have sustained diversity of >25% female over this 5-year cycle 2019/20-2023/24 ([A2_Table_1.b.i](#)), and of >21% when including all engineering disciplines ([A2_Table_1.a.i](#)). Over three AS cycles, since 2010, there is sustained improvement in gender diversity at undergraduate level from 14% to 21% female ([A2_Table_12.a](#)). In the PGT population we have sustained diversity of 34% over this 5-year cycle ([A2_Table_1.a.ii](#)). Over three AS cycles, since 2010, there is sustained improvement in gender diversity at PGT level from 10% to 36% female ([A2_Table_12.b](#)).

Section 3: An evaluation of the department's sector-leading activity

3.1 Maintaining good practice and innovation

Miscarriage and Fertility Policy: this initiative was suggested by SoE PSS-Admin members of EDC. Initially, EDC invited evidence in the form of a presentation and discussion from an expert researcher in this field from Warwick Medical School / University Hospitals Coventry and Warwickshire (UHCW), who also had sight of sector-leading policy protection in this area. EDC reported to SMC, gaining management support for the initiative, which was then presented to the institutional Gender Task Force. The presence of senior HR colleagues facilitated this then being considered in a university-level revision of compassionate leave policy. Support for staff undergoing multiple cycles of fertility treatment, and for those experiencing miscarriage, has since been written into the institutional policy to be effective from February 2025.

Diversity in Marketing Materials Policy: this new School-level policy was catalysed by UG members of EDC, in response to their EDC-commissioned review of externally facing material about SoE. The policy provides a framework and guidance for the review of new externally-facing material to ensure it is reflective of SoE diversity and inclusive in content. The policy also provides a mechanism to review and address any future concerns about existing content.

Workload Model Policy: Departments have autonomy to set internal policies on workload, with awareness of institutional guidelines (e.g. about the proportion of Research/ Teaching/ Administration normally associated with each role). SoE has a long-standing Workload Model policy that by 2023/24 no longer mapped well to the allocation process. A project to implement a new system, with an accompanying policy, was developed under the remit of the AHoS-People, in collaboration with the DoO and OM. The new online system gives individual staff full visibility of the detail of their load, and to see their load in each primary area relative to peers in their Stream, and relative to SoE. An individual cannot see other's names, preserving anonymity, and load displayed in comparator graphs is scaled to the effective FTE for that staff member. (For example, someone on 0.5 FTE who needs a temporary adjustment to be 0.4 FTE, would have their load shown scaled to 0.4 FTE in the shared summary, maintaining confidentiality for that team member rather than indicating that someone is carrying a lighter load.) SoE has implemented this model fully for EEE-Stream, and the system is going live for all four Streams in January 2025, with the accompanying updated load model policy in place to support implementation.

Student Ambassadors

At Open Days, UoW typically hosts 3,500 prospective students plus family and friends. (For 2023, SoE visitors indicated that 92% of respondents were more likely to apply as a result of the Open Day.) SoE ensures gender-balanced representation from our Student Ambassadors at such events, this has been in effect for a decade, and removes gender as a perceived barrier to studying engineering:

"Based on my experience as GTA (PhD student), co-supervisor for undergraduate projects, and general interactions within the school during open days I cannot see any gender bias when it comes to promoting the school at the undergraduate level"

UG females paired in tutor group and group activity allocations

A long-standing AS policy (pre-dating Silver Award) to ensure female students in tutor and project groups are always with another female is clearly [from [ASCS-Student-2023](#)] still having positive impact:

“SoE does a good job making sure women feel comfortable; with a heavy male ratio, group project teams include at least 2 women or none at all.”

“With group work and tutorials, there are always multiple girls in the group which have them. This is clearly intentional and your efforts have not gone unnoticed by myself, this creates a space in which it is easier to contribute our ideas and to be heard.”

3.2 Supporting others to improve



Women in Engineering Scholarships

SoE has awarded a minimum of five ‘Women in Engineering’ (WiE) scholarships to incoming first year SoE UG since 2016. The scholarships provide £2000 for each year of study. Written applications are invited through the SoE website and email to all first-year students, followed by shortlisting and interviews with two staff (one academic, one PSS). This allows ambassadorial qualities to be showcased at interview, and also enables students to contextualize the challenges they are facing in a safe discussion that remains confidential. Established at the request of male Engineering alumni concerned by their observations about under-representation of women in the UK Engineering sector, the scheme has been sustained with their donations and SoE support. The primary criterion is evidence of the applicant’s capacity to be an ambassador for women in engineering, alongside academic excellence and financial need. Our scholars are fantastic role models and bring energy to sustain our student-led national Women’s Engineering Society-affiliated Warwick Women in Engineering and Science Society (WWES), which in turn creates opportunities for students throughout the SEM faculty and beyond. Both individual WiE scholars and WWES as a society have won national awards since our last AS submission (e.g. WWES received the Bright Network Society of the Year Award for Diversity and Inclusion in December 2019).

“The Women in Engineering scholarship has [enabled] my placement opportunity with a Formula 1 company. I have been able to bring gender and cultural diversity to the company, as well as assist in a potentially new area of systems modelling for the company that will enable them to build more robust testing and analysis systems for the race car. I look forward to applying all my industrial knowledge to further the progress of the Warwick Student Formula team and inspire other female engineers to work in this industry.” Samana Khimji (entering the final year of her MEng degree)

“The Women in Engineering scholarship scheme has provided me with invaluable support over the course of my degree. I have been inspired to challenge thinking and expectations around women in engineering. Through my involvement in Engineers Without Borders running workshops in local schools I have sought to demonstrate to girls that engineering is an exciting and attainable career prospect. Elizabeth Massie (specialized in Biomedical Engineering)

The detail of the way this scheme runs has been shared with others who are seeking to increase gender diversity to inform development of their schemes (see [Appendix 1 Consultation 5](#)).



Overseas Scholarships Bursary Policy

This policy was catalysed and led by the ECR representative on EDC, designing and instigating what was to become a new university-level policy in the Doctoral College. The ECR representative had become aware of a promising candidate for the Warwick Chancellor’s International Scholarship in November 2021, and the candidate was subsequently offered the scholarship with an anticipated start date of October 2022. It became apparent that the candidate was struggling to meet costs of their relocation to the UK. Towards the end of 2022 it became apparent that the student would not be able to take up their offer as their home country’s inflation rate and weak currency inhibited their ability

to save sufficient funds despite being financially secure in their home setting. The relative socioeconomic status of their family limited access to loans and familial support. The EDC member therefore worked with the Doctoral College to explore options, and a new bursary scheme was piloted, that enabled the student to take up their place. SoE worked closely with the Doctoral College, and other teams (immigration, finance) to ensure this could be done, and over the subsequent two years there have been 14 awards made under this scheme, 13 of them in other departments, so this has had institution-wide impact and is supporting exceptionally talented postgraduate research candidates who would not otherwise be able to access this opportunity.



Accessing Promotion

Concerns that the pandemic presented gendered barriers to future academic promotion were enhanced by national and international news articles from the academic sector in summer 2023, evidencing that those without caring responsibilities were publishing and winning funding at a higher than usual rate, while those with caring responsibilities were able to do less than usual. The EDC Chair, in her joint role as institutional Gender Task Force chair, worked with the Institutional Athena Swan lead and the Provost to put in place a detailed set of FAQs (including explicitly addressing issues around limited outputs arising from the adverse impact of the pandemic), to add a section to document mitigating circumstances (retained subsequently), and she also proposed a university-wide mentoring scheme for staff considering academic promotion. The mentoring scheme was well-received, and is now embedded in University practice as the 'Promotion Advisor' scheme, providing confidential support from a senior peer in another department throughout the application period. The scheme is inclusive in being particularly valuable for those staff who merit promotion but might hesitate to apply.



Hosting the 18th International Women in Engineering and Science Conference

The Head of Teaching lead an application, supported by the EDC Chair, to host this conference at UoW. The conference was necessarily online, enabling female STEM practitioners to come together from throughout the international community during the pandemic via an online conference. The structure enabled participants to interact in break-out groups as well as full conference sessions. ICWES2018 enabled sharing of developments and best practice both in STEM disciplines and in addressing diversity issues. Feedback (as detailed in the **AP2019**) was excellent, and inspired new activities, including the British Council funded project "*Prevention of violence against women and girls with a particular focus on higher and further education institutions as safe spaces for women*" in 2024 that led to **AP2025-Beacon-Activity-8.c**.



Warwick University Satellite Engineering Programme (WUSAT)

WUSAT has a proud history of inclusivity in recruiting UG students regardless of experience or degree choice. The programme is unique in contributing through UG work to satellite launches by the European Space Agency, among other activities. UG gender diversity is exceptional and the impact on careers is highlighted in a set of alumna case studies on the SoE EDI pages. One initiative from WUSAT's Director, Dr Bill Crofts, has been the development of a STEM/Space module now studied by students in 13 girls' schools across England and Wales. WUSAT work was used to develop Space-related

software programming exercises used in the module, and in June 2023 teams from the schools presented their final work to those in attendance and online, including space scientists/engineers from NASA, NASA Goddard Space Flight Centre, Cambridge University Space Flight and Launch Access Ltd. Awards included those associated with a Royal Society STEM Partnership Grant where students presented a possible solution to a Royal Foundation's Earthshot Prize theme. Other institutions have since engaged with Dr Crofts to understand how they might emulate the WUSAT programme.

Figure_3a: Dr Bill Crofts presenting awards to Goddard Space Flight Centre School teams; NASA engineers assessing group presentation work on Space software exercises.



Section 4: An assessment of the department's gender equality context

Culture, inclusion and belonging

The Culture Surveys (ASCS-Staff-2023/ASCS-Student-2023) and UoW-Staff-Survey-2023 coincided in summer 2023, in the wake of the pandemic, and just prior to SoE leadership and structural changes implemented from autumn 2023. Findings have enabled benchmarking against the ASCS-Staff-2017 survey from AS2019, informed interim actions and led to AP2025 as follows:

Theme 1: Belonging and Inclusion

The significant majority of staff, 84%, felt SoE provided an inclusive environment, supported by mandatory ED&I training, and the promotion of open dialogue and constructive discussions on inclusion matters, including with senior leaders. Most (76%) felt valued by the organization, and while there was some dissatisfaction from ~15% of staff with the value assigned to administration/administrative roles, this is a significant improvement from [ASCS-Staff-2017](#) where 44% of staff stated there was nothing to celebrate about administrative roles. This improvement has been aided by administrative roles gaining formal recognition in progression and academic promotion.

Although 84% felt included, fewer staff felt they had a voice in SoE ([ACSC-Staff-2023 F:57%, M:77%](#)), and so additional communication channels to provide staff with routes to raise issues (including anonymously) were made, such as the QR scannable codes around the building to submit feedback. Rapid expansion in staff numbers, sharing a building that does not encourage circulation (long corridors and separate annexes) led to disconnects in our community, apparent in [AS2019](#) and heightened by the pandemic. Subsequently community investment has included monthly 'GetConnected' staff and student newsletters, regular timetabled Coffee & Cake staff-PGR socials, joint events for staff and UG/PGT students, and health/wellbeing information sessions. Communication has been a theme over three AS cycles, affecting staff perceptions of belonging and inclusion. AP2019 trialled and embedded improved forms of communication, evaluated in the extended section [ASCS-Staff-2023_Q#1E.1-#1E.6](#), to check efficacy. Responses confirmed that regular social activities such as fortnightly 'Coffee & Cake', and GetConnected newsletters, are engaging the community well and the fundings are shaping future development of our provision, including the Communications and Community area with a "you said/we did" component to share how the online suggestion form submissions are addressed.

Historically we created the opportunity for survey participants to declare as non-binary (NB as a shorthand for all classifications other than binary), prior to 2018/19, before this was a default expectation in gender equality work. We do not yet know if the increased NB headcount is due to increased opportunities to declare as NB, or increased confidence to do so, or both. In 2018/19, only UG identified as NB. By 2023/24, PGT and PGR also identified as NB. Approximately 1% of our community identify as NB, but for staff this is not yet recorded to the same extent as for students. A number of students have transitioned during their studies in SoE, where personal tutor support (and therefore training) can be particularly important. A temporary challenge arose when institutional records systems showed student identity prior to transition, in place of current identity, with scope for staff to unintentionally misname and/or misgender students. The institutional LGBTQIA+ Task

Force raised the issue, UoW has enabled staff and students who transition to change names in their records, and EDC sight of this helped address any SoE student and staff concerns.

Theme 2: Gender Equality

Questions about recognition for ED&I work in workload allocation ([ASCS-Staff-2023-Q#2.5](#)) and in promotion / progression applications ([ASCS-Staff-2023-Q#2.6](#)), evidenced that approximately half of staff in all groups are aware of our existing processes to do so. The opportunities for ED&I to support recognition and career progression are embedded in the PDR process, and strongly recognised in our Academic Promotions processes, so there will be targeted sharing of information to improve awareness [[AP2025_2.a.iii](#)].

Only half of our staff (51%) felt that the School took action to mitigate the adverse gendered impact of the COVID-19 pandemic on staff, but some [ASCS-Staff-2023](#) comments evidenced that SoE staff felt they had better departmental-level support than their colleagues elsewhere.

The EDC Chair had close sight of, and input to, university surveys of staff during the pandemic, to access timely information about staff concerns, practical opportunities to adapt ways of working, and to understand differential impact by job function and protected characteristics.

The HoS chaired weekly meetings to maintain close sight of what was happening in practice, particularly our student response, operation of our teaching laboratories, opening up of individual research laboratories, and the health and safety (H&S) work required to enable this. H&S was the operational priority. One gendered impact of the pandemic, clear from the outset, was the increased risk of death for males, and for older individuals/those with certain health conditions. Safety of staff dependents was also a consideration. SMT members worked closely with individuals, taking into account their personal circumstances, to maximise safety for staff while enabling operational requirements to be met. From the outset, more flexible ways of working (both in hours and location), and adaptations for staff / staff dependents identified as at increased risk of harm from COVID-19, were instigated by SoE.

Academic integrity was also essential in managing student assessment policy. We were very strict in our policies and procedures, because the requirements to retain accreditation from our external degree accrediting bodies could not be predicted in a rapidly evolving assessment environment. Our strict conditions adversely affected student feedback and NSS scores for an interim period, but ensured staff could deliver assessments that would enable students to continue to receive accredited degrees. We prioritized wellbeing by increasing access to self-certification and to the Senior Tutor to address individual circumstances. SoE handled approximately 2,500 mitigating circumstances cases in the first year of the pandemic. The HoS personally handled cases if students contested policies (e.g. safety policies for taught laboratory sessions).

In late 2020/2021, staff data obtained through the university-coordinated COVID wellbeing surveys confirmed a disproportionately negative impact on the wellbeing of staff with caring responsibilities, with academic female staff with school age children particularly impacted at a practical level, and staff in multiple functions adversely impacted by disconnection from their usual community.

Intersectionality among staff, particularly for those with caring responsibilities, came into greater focus during the pandemic. Evaluation of grant application rates and outcomes showed stark differences during the pandemic by gender. From 2019-2024, the total number of grants applied for was simultaneously at its **lowest** for Acad-F, and **highest** for Acad-M, in 2020/2021. Approximately 19% of academic staff are female, and grant share (by value won) to Acad-F was 21.5% in 2019/20, dropping to 7% in 2020/21. Since 2022/23, the share applied for and awarded has been >19%. At the time, institutional-level steps to address the potential gendered impact of the pandemic on promotion were catalysed by the EDC Chair [[Section-3](#)].

Students indicated that COVID had an impact on equality and diversity. However, 77% of respondents (88% PGR, 80% UG, 64% PGT) acknowledge that SoE had some or many things to celebrate in this regard. (Many PGT would not have experienced SoE during the pandemic.)

“Online learning and exams was/ are massively helpful for some students with disabilities.”

“... feel that the department managed to really come back from this hard time, and put measures in place for the students which for my part really enabled me to make significant improvements in my studies. In addition, my personal tutor in particular but more globally the whole staff of the department were very present and supportive all along the pandemic.”

Student perceptions of departmental culture around gender equality were broadly positive (~70% had no concerns), see also [A1_Consultation_4](#). All PGT students agreed that SoE had some/many things to celebrate. Conversely, while 48% of UG females had some (41%) or many (7%) concerns, 86% of this group felt that SoE had some/many things to celebrate about gender equality in the culture of SoE. Quotes included:

“The Women in Engineering Award [WiE_Scholarship] has really supported students that would otherwise struggle to afford to attend university, including myself, which is a great help.”

Against a backdrop of SoE having achieved 20% female diversity at Professorial grade, students still recognise that Acad-F are a minority:

“The staff and students are very diverse ethnically however it would be great to have more female professors. I love the teaching style that the female professors have contributed and it is great to be able to look up to them!”

Student perspectives on gender equality in their degree courses were generally very positive ([ASCS-Student-2023-Q#3.1-3.4](#)), and there is ongoing work under the SoE Inclusive Education Action Plan to identify any factors that might disadvantage groups in an intersectional context.

Theme 3: Work Life Balance

Feedback in [ASCS-Staff-2023](#) on parental leave was positive, with 100% of those who had taken leave feeling supported by their line manager. Only 54% stated they had an opportunity to handover before leaving, but 100% of female staff stated their role was covered in their absence, and 100% of male respondents agreed they were supported to put suitable arrangements in place. The majority (83.3%) felt supported on their return to work flexibly. One respondent reported not having access to this. Awareness of carers leave, and feeling supported to take it, is high by those who need it.

SoE promotes both flexible and hybrid working, with 57% and 84% of staff surveyed utilising this option respectively. In [ASCS-Staff-2023](#), PSS-F were most likely to have a formal flexible working arrangement in place (32%), whereas Acad-F were most likely to use a hybrid way of working (94%). There was good awareness of how to request flexible working, and for those working from home, 85% found it beneficial. A small number of academic staff indicated they could work from home but were not permitted to do so. This will be explored further, to understand whether there are misaligned expectations and issues that can be addressed.

In [ASCS-Student-2023](#), 85% of responding students indicated some/many things to celebrate regarding SoE's flexibility to managing caring responsibilities alongside study.

Theme 4: Bullying and Harassment

Although the majority of staff reported **not** having experienced (88%) or witnessed (85%) bullying and harassment, a minority did (6%, 11% respectively). Of those, the majority were female. Most staff observing such behaviour did not report it, and female staff were less sure how to report, or to have confidence in SoE's approach to handling bullying and harassment. Since [ASCS-Staff-2023](#), awareness of the recently-introduced [Report&Support](#) process for all UoW members to highlight such issues has been promoted to staff, and UoW's published data and case studies confirm increased staff uptake, and high levels of satisfaction with outcomes. Data disaggregated by gender are not yet available to gain insight into experiences at departmental level, but should be available in future. In the interim, [Report&Support](#) is promoted throughout SoE, and with the measures in place it is expected that the next [ASCS-Staff-2023](#) should show improvement under this theme.

Theme 5: Career Development

There was very strong agreement (85%) that people's line managers supported their career development. Likewise staff felt strongly (71%) that SoE encouraged their Professional Development. For both measures, PSS-F agreed more strongly, Acad-F less strongly. This suggests an improvement since [ASCS-2017](#) when 32% of staff expressed concerns about development.

Appointments decisions were deemed fair by >70% staff, where PSS-M agreed more strongly, Acad-F less strongly. There was less confidence about Promotion/Progression, with 57% agreeing decisions were fair, but showing a slight improvement over the [AP2019](#) evaluation period for academic staff. In 2014/15, no SoE female Acad-FA8 had achieved Reader level or were being promoted to Professorial level (Acad-FA9) internally. In PULSE-2016 only 22% of SoE staff considered the UoW promotions process fair, and concerns were widespread in [ASAS-2017](#), with the observation of "[Women stuck at](#)

the senior lecturer level.” From 2016 onwards, promotions of female academics to Readerships paved the way for female promotion to FA9 from 2018/19, and during the period 2019/20 to 2023/24 this internal progression is strongly evidenced, achieving 8 Acad-FA9 female staff by 2023/24, representing 20% of the Professorial cohort (c.f. 12% in 2018/19). The ASCS-Staff-2023 showed improved confidence in the fairness of Promotions from 22% in PULSE2016 to 30% in PULSE2018 and 57% in the [ASCS-Staff-2023](#).

Personal Development Review (PDR) engagement was previously very low, subsequently disrupted and delayed by the COVID Pandemic. [ASCS-Staff-2023](#) in May/June 2023 indicated 59% of staff felt they received useful career development feedback through PDR, so additional efforts to support the process were made, and subsequent engagement in July 2023 (71%) and July 2024 (73%) was the strongest since 2015, with Acad-F engaging particularly strongly (88%) after [ASCS-Staff-2023-Q#5.5](#) feedback that only 56% felt it was of value to them.

With robust evidence from our [AS2019-Award](#) that positive engagement related to perceived opportunities for promotion and progression, our priority is now to address the lowest engagement which is from ECRs (growth from ~10% PDR engagement in 2018, to ~55% in 2023), through ECR Forum supporting a better understanding of, and access to, PDRA promotion opportunities. This was initiated with an ECR-focussed Promotions Session delivered by the AHoS-People in Oct 2024 for the current 2024/25 academic promotion cycle.

The ECR Forum launched in January 2024 with a female ECR chair and male ECR co-chair, both having been at UoW for over 5 years, independently won major grants, and bringing a variety of lived experience as role models for the ECR community. Administrative support is provided from the Research Office and from academic Research Committee representation providing mentoring and a direct link into SoE research management structures.

- The forum addresses long-term need identified in work to develop the AP2019. An earlier senior-staff-led group for ECRs (prior to 2018/19) did not engage them so effectively.
- The present forum has established a visible community for ECRs and is helping other staff better direct targeted information, training, and networking opportunities (e.g. at faculty level) to this community.
- ECRs running the forum are gaining skills and recognition to support career development.
- The model is useful to other departments (e.g. format being shared with the Vice Provost in September 2024, as similar need had been identified in Faculty of Arts).

Theme 6: Wellbeing

Regarding workload, the significant majority of staff reported their current workload was manageable (82.5%). Female staff were more likely to agree (85%) than male (81%), but Acad-F were most likely to state that their workload was unmanageable (18.8%). The majority of staff participating in ASCS-Staff-2023 (61.6%) felt their mental health and wellbeing was supported in the School community, but this was higher for males (65.0%) than females (56.4%). Acad-F were most likely to disagree (25%), and while they had knowledge about where to get support, they did not feel confident accessing it (46.7%) compared to the staff overall (21.2%). The majority of staff felt there were many or some things to celebrate about distribution of academic and teaching tasks, but staff were less positive

about distribution of emotional labour/wellbeing support for students and colleagues. Some staff raised concerns in an adjacent survey (UoW-Staff-Survey-2023) that their health was impacted by work pressure.

The above points are therefore being addressed already, through increasing provision to health and wellbeing resources (visibly around SoE, on the intranet, and through activities such as in-person Well Woman and Well Man information sessions).

ASCS-Staff-2023:

“Within the school we have lots of staff we can approach if we have wellbeing/mental health concerns, and this information is clearly posted in shared spaces. The staff concerned are approachable and I really appreciate knowing they are there.”

Meanwhile SoE-wide implementation of our online Workload Model System is supporting identification of cases where staff workload is disproportionately high, and the transparency of allocations make it easier for staff to describe and discuss their workload.

SoE Academic Staff Meeting anonymous feedback in autumn 2024 included:

“Thank you for this, I’m glad this process will be much more transparent and fair!”

“Well done on making workload more transparent”

Key priorities for future action

Key Priority 1: Sustaining an Inclusive Community

This priority is sustained from AP2019, as additional challenges have arisen from the pandemic, and from external pressure on the sector, and so it is important to sustain the efforts already in place. It is a priority to ensure that female and LGBTQIA+ staff and students continue to feel that SoE is inclusive and that they are respected and valued, and that despite being in the minority they recognise that they have a voice.

Key Priority 2: ECR Development

The ECR community has been significantly supported by the formation and efforts of the ECR Forum since its launch in January 2024, as this was until recently a disparate group in a large department. This is proving a sustainable structure to deliver support to this group that comprises staff who are often juggling caring responsibilities, especially for very young children, combined with frequent international travel and being at the most precarious career stage in the sector. Historically these staff have strong affiliation to their immediate research group but are the most disconnected from the wider SoE community (evidenced in narrative feedback and data in AS2019, and in ASCS-2023 analysed by career stage). It is important that ECR Forum is nurtured, to ensure it continues to be a dynamic and supportive environment, providing social events combined with information sessions and access to training in the areas self-identified by ECRs as priorities, with indicators of success including increased scores on the relevant measures in future ASCS.

Key Priority 3: Gender Diversity in Recruitment

As clearly evidenced in recruitment data over the period 2018/19-2023/24, the average success rate for Acad-F candidates at interview is excellent [2.54 F, 0.96 M, [A2_Table_7.a](#)], but analysis indicates a primary barrier to increasing staff diversity continues to be the limited numbers of female applicants to individual posts, and lack of visibility of non-binary applicants. To address this, the AHoSP and DoO have led production of a Diversity in Recruitment Strategy for SoE in 2023, with support from the Provost, designed to expand the applicant talent pool across all grades [[Section_1.4](#)]. It is therefore a priority to ensure the implementation and monitoring of the efficacy of this strategy so that any further adaptations required can be undertaken as part of **AP2025**.

Key Priority 4: Gender Diversity in the Progression Pathway

There has been excellent progress in Acad-F promotions to the highest grades ([A2-Table_12.d](#)); however, the current gender diversity in low to mid-career grades may make it difficult in the longer term to sustain the increased diversity presently evident at professorial level. It is a priority to ensure diversity is sustained and increased across all grades. One factor in achieving this will be to maximise opportunities for succession planning in key roles, aiding leadership development and mentoring opportunities. Bespoke Leadership and Management training packages (initiated by AHoS-People and DoO) will provide professional development for line managers, and improve experience for those they manage. At the time of our AS2019 submission, 40% of staff expressed concerns about diversity of role models ([ASCS-Staff-2017](#)), so it was positive to see progress in [ASCS-Staff-2023](#) with 79% of staff agreeing that SoE's leadership actively supports gender equality and 70% agreed SoE is committed to gender balance in leadership positions. However, Acad-F staff differed on this question of leadership (38% agreed, 25% disagreed), similarly for [Q#2.3](#) about gender as a progression rate factor, so although there has been excellent progress in Acad-F promotions to the highest grades ([A2_Table_12.d](#)), it is a priority to see improvement on this measure.

Key Priority 5: Intersectional Challenges in Student Experience

The Director of Student Experience (**DoSE**) serves on EDC, championing inclusive education initiatives, and in SoE, *Student Voice* is a particular strength, as evidenced in published NSS results for 2023 and 2024. Student representation is embedded in our staff-led committees (including EDC and SSLC) and enhanced through vibrant award-winning student-led societies including Warwick Engineering Society, Warwick Women in Engineering and Science (**WWES**), and Engineers without Borders (**EWB**).

The ASCS-Student-2023 survey has confirmed which measures from AP2019 are priorities to sustain, and helped identify areas that need further understanding. ASCS-Student-2023 signalled the majority had **no concerns** about bullying (90%), sexual misconduct (81%), gender discrimination (75%), racial discrimination (79%) or other forms of discrimination (75%). Female PhD students were positive about gender equality in SoE culture, but also had the highest level of concern about gender equality matters, including interactions between members of the community. Concerns about gender discrimination or other forms of discrimination were slightly higher than for the other measures, so we will introduce LGBTQIA+ representation on EDC to create visibility and identity for this community with the support of the institutional LGBTQIA Task Force. Widening representation on EDC to incorporate mature student and degree apprenticeship student voices has been a recent step, and AP2025 will support sustained initiatives to identify and overcome intersectional challenges that may be faced by our students while at UoW and beyond.

Table_4a_AP2025_Priorities_by_Actions

PRIORITY	AP2025 PRIORITY THEMES	AP2025 actions
1	Sustaining an Inclusive Community	2g(ii), 4b(iii), 5a(i-iii), 6k, 6l,7c(ii).
2	ECR Development	5a (iii), 6a (i), 6g(i-iv)
3	Representation in Recruitment	3a (i-iii), 3b(iii), 3c(ii),6e(i-ii),6l(iii).
4	Representation in Progression and Development	6a, 6d, 6h,3d(ii), 3d(iii).
5	Representation and Efficacy of Student Voice	2d(iv-v),3b(i),6i(i-vii), 6j(i), 7(a).

Section 5: Future action plan

[illegible]

2.a	All staff understand and respect the importance of equality, diversity and inclusion in the workplace	Most male (85.9%) and female (85.7%) staff members feel that the school provides an inclusive environment. However, this can be improved.	i.	Monitor and maintain efforts (such as Unconscious Bias and other EDI training) to uphold an inclusive environment.	Continued from AP2019	Jan 2030 (Reviewed Annually)	Survey feedback from staff attending EDI activity to show at least a 10% increase in awareness and understanding of EDI.	Chair of Equality and Diversity Committee.
		To increase the awareness of Equality, Diversity, and gender issues.	ii.	Communicating and increasing transparency about the organization's efforts and actions regarding gender equality and sharing information about diversity's impact on organisational performance to staff on the EDW and Athena webpage.	Continued from AP2019	Jan 2029 impact monitored annually following surveys	10% increase in positive feedback on this specific measure from all staff groups in the annual ASCS and UoW staff surveys.	Discipline Stream Leaders
		To increase knowledge about how diversity impacts the performance of an organisation.	iii.	Recognition of Equality, Diversity, and Inclusion Efforts in workload, promotion and progression of staff (ASCS-Staff-2023 Q#2.5 and Q#2.6).	Jan 2024	Jan 2026	Increase the percentage of female and male staff that agree that EDI is recognised in workload (ASCS-Staff-2023 Q#2.5) from 48.57% and 62.5% to >80%.	
2.b	Staff are kept informed about key messages and have an opportunity to provide feedback and suggestions.	ASCS-Staff-2023 identified a need for improved communication and engagement with communication channels within the School. 17.5 - 22.5% female staff cohorts and 16-34.9% of male staff cohorts are aware of various channels of communication but do not engage with them.	i.	To continue developing the internal communication plan for SoE, ensuring all communication is effective and appropriate and reducing the volume of emails.	May 2024	May 2026	Reduce non-engagement across channels of communication to less than 15%. Ensure no gender group is disproportionately disengaged.	School Executive Team Line Managers
2.c	Improve information and awareness of people and roles within the SoE to help improve communication.	ASCS-Staff-2023 suggests room for clarity and updated information on the intranet. 72.5% Female staff and 77.4% Male staff responded that the information needed in order to perform their duties is available to them and they know how to find what they need.	i.	Improve clarity of information on the intranet of post holders and role information in order for people to be able to find out who is responsible for different areas	May 2024	May 2026	Annual Staff/UoW staff survey feedback demonstrates an increased awareness of key roles and responsibilities, current information and level of engagement with at least 90% positive responses from staff of all genders.	Director of Operations Executive Officer Operations Manager Team Managers
			ii.	Updating the intranet regularly with relevant information to encourage engagement.	May 2024	May 2029 (Reviewed Annually)		

2.d	All staff feel they are represented and have a voice in the SoE committee structure.	Staff feedback - to ensure transparency of committee decisions and discussions.	i.	Following SAC meetings, the School newsletter will share any decisions taken with staff.	Continued from AP2019	Jan 2030	Transparency in decision-making is recognised via staff responses in future surveys.	School Executive Team School Executive Officer Equality and Diversity Committee
		From ASCS-Staff-2023, a higher percentage of male respondents (76.6%) compared to female respondents (57.1%) feel they have a voice in the school.	ii	Encourage and support all staff groups or roles' representation as members of SoE and UoW Committees and Working Groups.	June 2024	June 2029	Changes to and approvals to membership ensure that all staff groups have effective representation in the SoE Committee structure.	
			iii	To continue promoting and developing the school feedback form, ensuring responses to feedback are received to encourage staff engagement.	June 2024	June 2029	ASCS results show staff understand School structure, feel represented and feel they have a voice. A minimum of 15 % increase in the proportion of positive responses from staff identifying as female and LGBTQUIA+.	
			iv	EDC to create and recruit to a new membership post for an LGBTQUIA+ representative in Engineering	Oct 2025	Jan 2026		Director of Operations Operations Manager Associate Head (People) Line Managers
			v	EDC to consult with institutional LGBTQUIA+ Task Force and focus group to be held, to identify specific challenges and new actions to support this community.	Jun 2025	Jan 2027		
2.e	Enhance the support provided to new staff by the broader School of Engineering community.	To ensure that new members of staff can draw on the expertise of existing colleagues, in addition to that of their direct Line Manager.	i	Review and update the SoE induction process and content to cover new SoE and UoW initiatives, developments and feature best practices.	Sept 2024	Aug 2029	Feedback from new staff and ASCS that indicate the effectiveness of the induction process.	Director of Operations Operations Manager Associate Head (People) Line Managers
		The size and layout of the SoE could make it difficult for new staff members to develop networks.	ii	All new starters are to be actively encouraged and supported to attend School Coffee Breaks.	Oct 2024	Sept 2029	Feedback from new staff and ASCS shows that the school coffee breaks, and informal meeting opportunities provide a positive networking experience and help create a sense of belonging within the SoE.	

	Continuing to host social events will help integrate new starters into the SoE. To ensure new staff needs are being met prior to and post-induction and where necessary, improvements to the process are made. To ensure that staff from minority gender groups, including LGBTQIA+, feel fully integrated in the community.	iii. To implement an SoE mentoring scheme to be offered to all categories of staff with a mentor from within the school when they join. iv. The University mentoring scheme supporting broader development (UoW-Mentoring) to be regularly promoted to current staff via the SoE Newsletter and staff intranet.	Oct 2024	Oct 2027	Feedback from new starters indicates they feel well informed about the mentoring opportunity and have been assigned an appropriate mentor if requested. Monitoring of successful SoE mentoring by line managers was reported to SET via EDC. Feedback on SoE and UoW mentoring is requested through the annual staff survey.	
		v. Creation of an online feedback form to be sent to new starters three months post-start date	Aug 2024	Aug 2029	Feedback from the online evaluation form indicates the SoE induction process is equally inclusive of all genders.	
2.f	Understand the priorities of prospective PGT and PGR students, including EDI and funding concerns.	i. It is an SoE priority to increase PG numbers overall and increase gender diversity, as this is a critical point in the career pathway where females are typically under-represented. PGR diversity is at 29% female which is level with sector nationally and ahead of institutional diversity for UoW (24% F, A2_Table_13. b].	Continued from AP2019	Jan 2030	Increase PGR gender diversity to 5% above national sector level benchmark. Student survey indicates that students are fully aware of the PhD (and associated funding opportunities) within SoE.	Director and Assistant Director of Postgraduate Studies. Postgraduate Programme Manager (PG) Postgraduate Administrative Officer
		iii. Continuation of all Scholarship and funding available for SoE at the UoW or departmental levels. The diversity of scholarship holders will be monitored. iii. Providing support for prospective students and supervisors in preparing statements for student funding. Monitor female and LGBTQIA+ success rates;	Continued from AP2019	Jan 2030	100% uptake of scholarships by a diverse range of students. Monitor uptake and diversity of scholarship holders. Evidence support directed to increase minority gender group student uptake of university and external scholarships from 25% to 50%.	

			and report to EDC/take further action as required.					
			iv. Incorporate a 'Realities of work-life balance in academic careers' into PhD Information Lunch annually for UG/PGT/PGR students who are concerned about managing academic careers and family life. It can also be incorporated into the annual Postgraduate Symposium.	Oct 2024	Mar 2028	Qualitative feedback from students indicating they have satisfactorily been able to raise and discuss concerns about future work-life balance and are aware of the diverse sources of support including peer and professional networks and formal provision.		
			vi. Monitor all actions towards increasing the number and diversity of PhD numbers.	Mar 2024	Jan 2030	Ensure actions are optimised to increase PGR student gender diversity to 5% above sector level (e.g. as benchmarked in A2 Table 13.b).		
2.g	Staff in SoE have the opportunity to engage and network with colleagues on a regular basis.	ASCS-Staff-2023 identified a need for more time to network and develop the SoE community. From ASCS-Staff-2023, 78.26% of staff (male (83.6%) and female (75.0%)) feel that social activities with staff have been beneficial, while 82.7% (male (89.4%) and female (79.4%)) feel that social activities with students have been beneficial.	i. To continue to grow and develop the Staff Engagement and Events Working group, establishing a calendar of events that allow staff to socialise and network. ii. Produce a calendar of social and well-being events to increase staff engagement, improve staff culture, and promote staff well-being, linking in students and student events as appropriate.	Jan 2024	Jan 2027	A calendar of social events to run throughout the year to improve the sense of belonging of staff. Feedback gained through the ASCS with the focus of a minimum of 5% increase in the proportion of female and LGBTQUIA+ staff members appreciating the benefits of social events.	Executive Officer Staff Engagement and Events Working Group Members Line Managers	
2.h	Continue to promote team cohesion.	There is a positive message and room for improvement in team building as the UoW staff survey shows that about 70% of SoE staff feel that their team is fun to work with, and 65%	Create avenues and initiatives to improve cohesion within sub-teams and streams within SoE.	June 2024	Oct 2028	Evidence of an increased number of team building events. Future surveys show > 10% increase in the proportion of staff with a positive perception of team cohesion.	Line Managers	

		feel a strong sense of family in their team.								
3	Gender Equality									
3.a	To increase the number of female applicants for academic roles in the School, using the new 2024 Diversity in Recruitment Strategy.	Statistics show a higher proportion of male applicants for academic roles with some posts receiving no applications from female candidates. Best practice in the industry, alongside established schemes for academic researchers, evidencing the success of 'returnerships' to enable individuals to return to STEM careers.	i. Investing in all academic posts being advertised on the national Women's Engineering Society job portal, not just a subset (as under AP2019); ii. Inviting video submissions at long-listing (instead of shortlisting) stage. iii. Skilled input from SoE PSS-Admin team collaborating with recruiters to refine post advertisements to ensure inclusivity (including tools to check text for gender bias and screening all job advertisements for gendered language prior to advertising).	Oct 2024 Oct 2024 Oct 2024	Oct 2030 Oct 2029 Oct 2029	Applicant numbers and success rates by gender monitored to determine impact of Diversity in Recruitment Policy and to revise this as required. Videos as long-listing stage enables a higher proportion of applicants to showcase their abilities through more diverse forms of communication prior to interview, to promote inclusivity at the shortlisting stage; Positive feedback on inclusivity of our recruitment literature. An increase in the number of female applicants for posts where they are currently under-represented (e.g. PSS-Tech). An increase in the number of male applicants for posts where they are currently under-represented (e.g. PSS Administrative).	Associate Head of School (People) Equality and Diversity Committee Chair Athena Swan chair Operations Manager			
3.b	Understand and address gender bias within degree courses.	In ASCS-Student-2023, although 83% of female students and 82% of male students had no concerns about gender inequality in the department, 34% of female UG students and 23% of male UG students had some or many concerns that some particular disciplines were	i. Consult with current students on degree content and gender bias. Annual reporting and review of student numbers by gender and engineering discipline to monitor patterns. Support staff to understand and navigate classroom and group work dynamics related to gender equality.	Continued from AP2019 Oct 2024	Oct 2027 Oct 2027	Success of targeted interventions where there is evidence of under-representation in a specific programme. Positive comments from the evaluation of student module feedback.	Director of Student Experience (DoSE) Inclusive Teaching and Learning Working Group Student Recruitment Officer.			

		promoted as more suited to a particular gender. In the ASCS-Student-2023, when asked about gender equality in classroom dynamics (student engagement / staff classroom management), 12.82% of female UG students and 1.69% of male UG students said they had many concerns (other students did not).	iii	Implementing the interventions of the School of Engineering Inclusive Education Action Plan around inclusive behaviour	Jan 2025	Jan 2027	Improvement in survey results on student-student and staff-student class interactions with a target of reducing the proportion of negative responses from minority gender groups by 50% relative to the ASCS-Student-2023.	Faculty Student Recruitment Officer (SEM).
			iv	Highlight the societal benefits of all our degree programmes on the website and in student recruitment communications.	Sept 2025	Sept 2027	50% reduction in the negative perception of gender bias in degree programmes by female students as measured by the ASCS leading to improved gender diversity across programmes.	
3.c	Understand the priorities of prospective UG students including their perspectives on EDI at Warwick.	The need to increase the number and diversity of UG applicants to SoE addresses the national-level shortage (current and predicted) of qualified engineers in the sector. The lack of diversity in the engineering sector limits UK competitiveness.	i.	Continue to develop surveys of potential applicants and offer holders.	Mar 2024	Mar 2027	Increase by 5% the proportion of applications from minority gender groups (including female/non-binary/other).	Director of Student Recruitment.
			ii.	Monitor the impact of outreach programmes and identify any gender-specific issues.	Mar 2024	Mar 2027 (Reviewed Annually)	Sustain diversity of female UG student cohort at or above 21%; to be ahead of national sector benchmark.	Student Recruitment Officer
			iii.	Consultation undertaken with first year students to better understand what attracted them to Warwick, the impact and value of outreach courses and targeted actions to increase the proportion of female students.	Mar 2024	Mar 2027	Qualitative feedback on the positive effect of evidencing an inclusive environment through the recognition of personal pronouns.	Student Engagement Officer
			iv.	Better understanding of views of prospective students, monitor offer holder and open day feedback; addressing any issues as appropriate.	Continued from AP2019	Sept 2027		Widening Participation and Outreach Team Lead
			v.	Provide Student Ambassadors with badges for events (e.g. Open Days) that enable them to include their personal pronouns.	July 2025	Jan 2030		
3.d	Improve gender diversity at exit routes	Gender diversity varies strongly with degree route.	i.	Quantified comparison of exit with entry route (proportions)	Oct 2025	Oct 2027	Identification of any discipline routes where under-represented gender groups	Director of Student Experience

	for degrees where women are least represented.	How does the exit route compare with the entry route? How are students influenced while at Warwick?		across degree routes) for 2024/25 UG cohort.				are disproportionately lost from a course (either switching to another pathway where their group has greater representation, or withdrawing from UG study), so that future interventions can be designed to support them.	Senior Tutor
		ii.	Monitor the impact of IAPER programme on retention in STEM and progression to research degrees.	Oct 2024	Oct 2027			Measurable (statistically significant) increased gender diversity at the exit route for degree disciplines where women are currently least represented.	
		iii.	Qualitative understanding of the impact of role models.	Jan 2025	Jan 2028			Positive feedback on impact of research internships such as URSS and IAPER. A clear understanding of the impact of role models on planning future career choices and actions.	
3.e	Continue to monitor the gender balance among SoE Leadership, Committee members and Chairs.	To ensure staff of all genders are represented in leadership and committees.	i.	Continue the annual review of gender diversity for Leadership roles/ Chairing responsibilities/ Committee memberships. If there is underrepresentation, the Chair needs to liaise with the AS Champion/AHoS-P and DoO to see how this might be addressed.	Jan 2025	Jan 2028		Sustaining current levels of diversity in leadership, chairing, and input to decision making (e.g. committee membership) roles. Increase Acad-F agreement with ASCS-Staff-2023 Q#2.2/2.3 from 37.5% to >50%.	School Executive Team Line Managers Chair of Equality and Diversity Committee Athena Swan Champion
		iii.	Review and revise AP2025 to take into account emerging requirements after restructuring.	Sept 2025	Sept 2027			New Leadership and Management custom training will be provided through a partnership with the Academic Development Centre to support staff taking up significant line management responsibilities under the new structure.	
		iii.	Bespoke Leadership and Management training for new academic staff line managers.						
3.f	All staff understand and respect the importance of gender equality in the workplace.	From ASCS-Staff-2023 (Q#2.1), 69.2% of females and 84.7% of males agree that SoE's leadership supports gender equality in leadership.	i.	Identify and address the reasons for differing male and female staff perceptions of SoE leadership support and commitment to Gender Equality.	Jan 2025	May 2029		ASCS results show an improvement in staff agreement that the leadership of SoE supports gender equality in leadership roles.	School Executive Team Chair of Equality and Diversity Committee.

		ASCS-Staff-2023 data on EDI showed gender disparities in perceptions (up to 18% in some cases).						Increase Acad-F agreement with Q#2.1 from 56.3% to >70%		
3.g	SoE promotes the Athena Swan agenda internationally	Evidence from interactions with the academic sectors globally shows that the principles of Athena Swan are of interest and are being emulated	i.	Engagement with other national and international engineering women's organisations.	Jun 2024	Jan 2030	Advancing intersectional understanding of staff and student communities. Engagement plan for future impact in communities overseas arising from examples of best practice raising the profile of women in STEM, recognising and challenging barriers to gender diversity internationally.	Athena Swan Champion Equality and Diversity Committee	Director of Operations	Operations Manager
			iii.	Develop sharing of best practices by SoE to serve as a beacon activity.	Jan 2025	Jan 2030				
			iii	Identify and, where practical, address challenges international staff, academic visitors, and students face.	Feb 2024	Dec 2028	SoE has better understanding of diverse cultural challenges faced by current and prospective international staff and students.			
4	Work-Life Balance									
4.a	To continue to promote and develop policies and processes to support staff in balancing their work and home lives.	The ASCS-Staff-2023 and UoW staff survey identified that initiatives related to flexible meeting times, timetabling for caring responsibilities, and social activities are generally perceived as beneficial. With percentages ranging from 75% to 96.2% across the various initiatives.	i.	Continue and potentially expand initiatives that are well-received, such as flexible meeting times and support for caring responsibilities within the remit of UoW policies.	Jan 2024	Jan 2028	Increase in the number of initiatives if there is evidence this is required.	Equality and Diversity Committee with approval route via School Executive Team and then School Academic Committee.		
			ii.	Encourage open communication to address concerns related to personal value and ensure everyone feels heard.	Jan 2024	Jan 2028	Raising positive responses from staff and students to a minimum of 80% for each initiative, to ensure the benefits of the initiatives are widely understood and that they are accessed by those who need them.			
4.b	Review and, if required, improve return to work experience following a period of extended parental leave	To ensure staff feel supported when returning to work after a long period of absence for parental leave. In ASCS 2023, 1 out of the 3 female staff	i.	Promote the University's Working Parents Network.	Continued from AP2019	Jan 2028 (Reviewed Annually)	Improved awareness of initiatives within SoE and across the University.	Director of Operations	Operations Manager	
			ii	Increase awareness of carers leave policies and networks	Mar 2024	Mar 2028	100% uptake and engagement with initiatives when needed.			

	(maternity/paternity/adoption)	that took parental leave stated that they did not feel supported to work flexibly when they returned to work.		through internal communication channels iii Strengthening support (e.g. during timetabling) for employees with family-related leave and responsibilities iv. Ensure staff understand the policies and workings of flexible or part time working arrangements.	June 2024 June 2024	June 2028 June 2028	100% staff feel supported managing work and caring/family responsibilities. 100% staff feel supported on their return to work. ASCS and UoW staff survey to indicate positive scoring/comments.	Line managers
4.c	Promote the importance and encourage the uptake of KIT days.	KIT days are available to all staff who take an extended period of parental leave (maternity, paternity, adoption), and there is positive feedback about their usefulness. In ASCS 2023, 1 out of the 3 females that took parental leave stated they were not offered KIT days.	i. Continue to create awareness and encourage the uptake of KIT days. ii Staff meeting to take place on return from leave to evaluate the effectiveness of KIT days when used.	Mar 2024 Oct 2019	Jan 2030 Jan 2030		Quantitative (100%) and qualitative feedback from individual staff members on the awareness, uptake and benefits of KIT days.	Operations Manager Line managers
4.d	Promote UoW and SoE provision in terms of infant feeding to staff, students and visitors. room and baby-changing Facilities.	To raise awareness of the existence of these facilities	i. Include information on the EDI area on the SoE website and as part of general information about SoE facilities. Awareness and use of this facility are to be monitored through the ASCS.	June 2023	Jan 2030 (reviewed periodically)		Future ASCS show that 100% of parental leave returners are aware or use these facilities.	Chair of Equality and Diversity Committee
5	Bullying and Harassment							
5.a	Continue to promote and raise awareness of the UoW Dignity at Warwick Policy, to help ensure staff feel respected and treated with dignity.	i. A higher percentage of female staff (12.8%) compared to males (1.7%) reported experiencing bullying and harassment, with only 5.3% of females and 1.7% percent of males reporting it. ii.	i. Monitoring the effective communication and staff understanding of University policies and frameworks for addressing respect, dignity, bullying, and harassment.	Jan 2025	Jan 2027		Feedback on awareness and understanding of respect via the staff survey. To show at least a 50% reduction in dignity and respect issues, as measured annually in anonymous staff surveys (alternating ASCS and UoW surveys).	Associate Head (People) Director of Operations Operations Manager
		iii. Ensure ways to report bullying and harassment are clearly		Jan 2025	Jan 2027		Increased awareness of how to report instances of discrimination and	

			communicated and that issues raised are acted on promptly.				harassment and encouragement to use the channels available. Improvement of > 15% in the staff awareness of how to report bullying and harassment issues as measured by ASCS (currently 71% for all staff and 67% for female staff).	
		iii	To ensure ECR staff know how to raise concerns about discrimination and harassment and that the School provide necessary support to all concerned.	Mar 2024	Jan 2030		Increased awareness of how to report instances of discrimination and harassment and encouragement to use the channels available.	
6	Career Development and Progression							
6.a	Ensure SoE does not present barriers to progression.	i	71% of all staff completed PDR, and for each staff, a set of training was agreed upon with the line manager. However, only 55% of ECR research staff engaged with the process, and although female academic staff engaged strongly, they were also the most critical of the value of the PDR in the ASCS Staff 2023.	May 2025	May 2029		ASCS and UoW staff survey to show that >80% of staff in all role categories (especially female academics) understand the benefits of engaging in the appraisal process. More than 80% of staff engaging in the annual PDR process, and a proportional increase in engagement by ECR female staff to 80% (where only 29% of eligible female ECRs participated in 2024).	Associate Head of School (People) Head of Research
		ii		May 2026	May 2029		Information about progression issues to have been documented by gender. Intervention to have been designed and implemented, to minimise gender being a factor in progression by the 2028/29 promotion round. Line managers to be able to evidence (e.g. via a dedicated focus group or survey) how their training has enabled	Line Managers Associate Head of School (People)
		iii						

			any discrepancy in progression by gender Support is tailored to individual needs where possible.			them to support the career development of the staff they line manage.	
6.b	Staff are supported with role specific information and skills development to deliver their roles.	It is necessary to ensure there is an uptake of staff training opportunities identified during previous PDR processes. Means should be created to carry along the 29% of staff that did not engage with the PDR process.	i. Staff are to be encouraged through the PDR process to engage in training opportunities run by the University and, if necessary, by outside providers. iii. SoE to set up a training budget, for which staff can apply for funding to attend external training courses to cover all staff groups. Applications for external training to be monitored. Appropriate financial and other forms of support to be identified.	Continued from AP2019	May 2029	A 10% increase in the number of staff attending training sessions relevant to their roles. A positive increase in the ASCS indicating that staff are satisfied with the awareness and opportunities of training available. School provides support for training requests / applications where appropriate and practical to do so with an aim to provide support to 100% of those who request training. 100% awareness / uptake of child support provisions to allow for uptake of training opportunities.	Associate Head of School (People) Director of Operations Finance Manager
			iii. Process for publishing teaching and academic administrative duties reviewed and improved to increase staff confidence in the transparency and equitability of work allocation.	January 2025	Jan 2030	Increased transparency of academic load and responsibility.	
6.c	SoE will review the current workload model to identify improvements to increase sustainability and transparency and to continue to support the planning and distribution of academic staff work.	According to the ASCS, the majority of female (85%) and male (81%) staff believe that their workload is being appropriately managed. However, there is still room for improvement, as almost 70% of staff reported having many or	i. Workload model interphase rolled out to all streams within the department. ii. Communication to staff and adjustment of any challenge areas with the workload model. iii. SoE will review and collate feedback from staff after the	January 2025	Jan 2030	Equitable access by academic and professional staff to the workload model. Staff clearly understand what's expected of them and feel comfortable in their roles. ASCS to report increased transparency and equity in workload.	Associate Head of School (People) Director of Operations

	some concerns regarding the distribution of tasks. It's also crucial for workloads to be realistic and manageable to ensure a good work/life balance and productivity.		workload model has been rolled out to all staff.				Increase the percentage of staff that report in ACSC-Staff that their workload is manageable, and ensure there are no differences in workload experience by gender.	
6.d	Assess the feasibility of offering a work shadowing scheme for PSS within the school.	i. To support staff who wish to broaden their knowledge of the SoE and University to support their professional development.	i. Consultation to take place with staff to determine whether there is interest in a work shadowing scheme.	Sept 2025	August 2026		The successful consultation process to gauge interest from staff in a work shadowing scheme being established within the SOE.	Director of Operations.
		ii. If feasible, the chosen scheme to be scoped and implemented for the academic year 2025/2026		Oct 2025	Oct 2026		Qualitative feedback from those staff members who participate in any of the schemes.	
6.e	Retention of female technical apprentices and staff.	i. Although improvements have been seen, most technical staff in the School are male, and there is a lower diversity in terms of other protected characteristics.	i. When the next vacancy/position becomes available for an apprentice, trial visits to schools/technical colleges and/or recruitment fairs to encourage female apprentices and technicians to apply for roles in SoE. Engage SoE female PSS-Tech staff in these visits wherever possible.	Jan 2024	Dec 2028		Increase in the number of applications from females to PSS-Tech posts where they are under-represented. Improved perception (e.g. Open day quotes, role models' influence)	Technical and Facilities Manager Operations Manager Technical Team Line Managers
		ii. To promote relevant conferences, symposiums and training to appropriate staff and ensure no barriers to their attending.		Jan 2024	Dec 2028		Positive feedback from participants on support and the impact of attendance when there is event attendance.	Director of Operations. WES Liaison Officer.
6.f	Ensure there is no gender disparity in research achievements	i To evidence SoE's commitment to providing consistent and valuable support to the research community.	i Mandatory training for all PhD supervisors.	Mar 2024	Dec 2029 (Reviewed Annually)		100% engagement with training and frameworks.	Head of Research Research Development Manager
		ii. Have a research committee member with the responsibility to oversee EDI issues.		Oct 2024	Oct 2029		Monitoring and accountability for EDI issues related to research.	Research Officer

		In REF 2021, 1 out of 5 impact case studies were led by female staff.	iii	Monitor gender diversity of staff contributing to REF impact case studies.	Oct 2024	Dec 2028	Ensure female staff are represented (proportionally to demographic as a minimum) in REF impact case studies.	Director of Operations
6.g	To continue to improve the support offered to Postdoctoral and early career researchers to help them progress and reach their potential.	Although there is improved ECR engagement with the PDR process, up from 9% in 2018 to 55% in 2023, an improvement in the engagement level is still critical to achieve.	ii.	Ensure postdoctoral and ECR have the opportunity to develop a personal career development plan with the support of their line manager/supervisor, including support from the LMD. Monitor through bespoke annual surveys for postdoctoral and early career staff.	Mar 2024	Jan 2030	Work with line managers to a target of >80% participation in the ECR survey (see Action 6.a). Survey results report improvement in community, knowledge and availability of training and progression opportunities.	Head of Research Research Development Manager Research Officer
			iii.	The ECR committee to regularly review the challenges faced by ECRs and, where possible, ensure these are addressed. Run ECR survey on an annual basis.	Mar 2024	Jan 2030	Increased participation in the ECR survey. Work with line managers to a target of >50% participation in the ECR survey. Survey results reporting an improvement in community, knowledge and availability of training and progression opportunities.	
			iii.	To continue to provide information on funding and fellowship opportunities for ECRs, reviewing the ways this information is communicated to ensure it has maximum impact.	Continued from AP2019	Jan 2030	A 10% increase in applications for fellowships or independent funding by Oct 2028.	
			iv	To hold workshops and support sessions for ECRs focussing on areas they identify they would like support.	May 2024	Jan 2030	Over 80% of the ECR community attends at least one ECR forum session annually.	
6.h	Academic Staff (those staff beyond probation), progress	The ASCS-Staff-2023 identified staff seeking progression support.	i.	SoE will actively promote promotion events across the campus, provide a review and feedback process to staff, and	Continued from AP2019	July 2029	Quantitative feedback from ECR staff. Monitor the impact of support systems on the rate and success of promotion applications.	Associate Head of School (People)

	and develop their career.	To support staff to navigate the updated academic promotion process (from 2018) and technical specialist promotion process (from 2023).	monitor the impact of the updated promotions system.	Jan 2025	Dec 2029		
6.i	Gender is not a barrier to the progression and development of students.	To address the nationally documented underrepresentation of females studying engineering at UG and PG level. When asked, "For students with caring responsibilities, do you feel the school has flexibility enabling you to juggle study with caring? Do you feel the School has...?", 57.14% of female PhD students (4 out of 7) indicated there were some things to celebrate while all other student groups (100%) had many or some things to celebrate.	i. Continue to monitor UG degree performance by gender and extend to PGT degrees. ii. Targeted action plan to address any identified issues for student progression such as increased support for students with caring responsibilities. iii. Students are actively supported with training needed for leadership roles within the School and University. iv. Identify and address the reasons for non-completion between mature students when compared to young students. v. Identify and address the reasons for fewer first-class awards to mature students. vi. Continue to promote and award Women in Engineering Scholarships and run joint events with the Multicultural Scholars programme (MSP), encouraging intersectional peer support. vii. Continuous support for Warwick Women in Engineering and Science Society (Student society). Encouraging more staff participation in relevant	Jan 2025 May 2024 May 2024 May 2024 May 2024 Continued from AP2019 Mar 2024	Dec 2029 Oct 2028 Dec 2029 May 2027 May 2027 Jan 2030 Jan 2030	An increase in the proportion of female UG and PGT students, maintaining diversity ahead of national sector, and level with or ahead of Russell Group. An increase in the proportion of students (particularly females) applying for PGT and PGR degrees. Positive reports from students with caring responsibilities. Increased number of student leaders going through relevant training. Reduction in the percentage difference in continuation rates. Committee representation from mature students. Reduction in the difference in awarding gap between mature and young students. A sustained provision of fellowships (at least 5 per annum). Awareness of the WIE scholarships among applicants evident in feedback from surveys and other consultation processes. Positive feedback from female UG students participating on the relevance of the society. Uptake of formal or informal mentorship offerings.	Athena Swan Champion Head of Teaching Director of Student Experience Chair Equality and Diversity Committee Senior Tutor Associate Head of School (people) Athena Swan Champion

	and external collaborations. A working group is in place to encourage and collate all Outreach activities for their success and achievement to be reported, promoted and celebrated.	iii	Encourage female staff and students' organisation and participation in outreach activities.	June 2024	Dec 2028	Increased outreaches and diversity of organisers and participants.	
		iii	Record the number of outreaches and their impact on widening participation, encouraging uptake of STEM programmes, and development and progression of staff and students.	Oct 2024	Dec 2028	Positive impact is measured through surveys and feedback.	
6.1	Staff and students at Warwick are inspired by female engineers at outreach, breaking down entrenched stereotypes.	i.	Create a permanent display of plaques and leaflets featuring the aspirations and achievements of a diverse range of inspirational engineers, including SoE staff, alumni, and others; individuals who have made significant contributions in the engineering sector.	July 2024	July 2029	Open Day Surveys to capture impressions from potential students about the diversity of role models in SoE. Positive feedback (verbally and through Open Day questionnaires) from visitors and potential students Applications from underrepresented groups, including female and BME students, continue to rise.	Student Recruitment Officer Athena Swan Champion Executive Officer Staff Engagement and Event Working Group
		ii.	Celebrate Women in Engineering Day with varying speakers and events about career and experiences in engineering to all staff, students and invite local secondary school pupils interested in STEM careers.	June 2024	June 2029	Increased number of attendees at events and increased engagement with initiatives. Visible impact of activities and increased collaborations.	Director of Student Experience (TBA) Programme Managers (UG and PGT)
		iii.	Sustain educational partnership with WES, with impact for staff recruitment and support for the Warwick WES student group, including national-level network building.	Partnership commenced Nov 2017, to be renewed annually.	Jan 2030	Assessing the success of the sustained educational partnership with the WES. Determine if there's been an increase in staff recruited through this partnership.	
		iv.	Continue to support the Warwick WES Student group to expand their activities and impact.	Continued from AP2019	Jan 2030	Assess the success of the Warwick WES Student group's expanded activities by measuring their collaboration with other organisations, initiation of new	

							initiatives, and the overall impact on the university community.	
v.	Increase the number of female speakers from external companies to conduct placement talks with students.	Oct 2024	Oct 2029				Increase gender diversity and visibility from sectors where women are particularly underrepresented.	
vi.	Benefit from female representation and diversity in the membership of the Industrial Advisory Board (IAB)	Jan 2025	Jan 2030				Increase gender diversity and visibility from sectors where women are particularly underrepresented. Surveys and other feedback show awareness of diversity and industrial impact.	
vii.	Creation of multi-media clips of female staff and students on the SoE website.	July 2024	Dec 2027				Positive feedback on visibility and impact of female role models.	
viii.	Updating the ‘Women in Engineering’ leaflet for prospective students featuring current staff and students detailing their interest/success in the field.	Nov 2024	June 2025					
7. Wellbeing								
7.a	To continue to promote the services available to support students with their mental health and wellbeing and ensure students are aware of these services and how to access them.	From NSS, 71.15% of students reported good communication about mental wellbeing support services. In the same survey, 87% of students feel that they can express their ideas, opinions and beliefs. In the ASCS-Student-2023, 86% of students had no concerns about staff	i.	To continue to inform students about new initiatives for mental wellbeing and support the uptake of the services where needed.	Continued from AP2019	Jan 2030	5-10% increased satisfaction especially among female and LGBTQIA+ identifying students in the lowest scoring areas for these groups as measured by the next ASCS-Student survey as this permits information about gender identity to be collected and linked to specific free-text feedback.	Senior Tutor Directors of Undergraduate Studies Programme Managers (UG and PG) Director of Student Experience (TBS) Student Engagement Officer
			ii.	Provide essential training on staff –student interactions and student support to staff to ensure they feel empowered and have the skills to discuss difficult topics with students as required.	Continued from AP2019	Jan 2030		

		treatment of students. In addition, 86% of students had many or some things to celebrate in career support.	iii	Maintain current career support activities and introduce new initiatives where a need is identified.	Continued from AP2019	Jan 2030		
7.b	SoE continues to develop its understanding of and response to staff wellbeing matters.	The biennial UoW staff survey run by the University addresses issues on staff welfare. The ASCS-Staff-2023 provided new detailed data on staff perspectives on wellbeing associated with ED&I matters. By encouraging the completion of the surveys, SoE will be able to identify and address any issues staff raise as a concern.	i. ii. iii.	i. Encourage engagement in UoW staff survey to understand staff issues relative to their perception of the department as a subset of the University. ii. Identify and address priority issues in the UoW staff survey to improve staff's experience of the SOE and University. iii. Conduct an ASCS-Staff in years when UoW staff survey is not running.	Jan 2025	Jan 2029	Response rate dropped from 68% in 2018 to 37.1% in 2023, noting SoE had run its own ASCS just prior which may have impacted response rates to the UoW_Staff_Survey_2023 survey. The target is to increase engagements in future surveys to >70%. SoE and UoW staff surveys are used to gather feedback on an annual basis. An increase in positive responses is expected in all areas.	Director of Operations Associate Head (People) Athena Swan Champion
7.c	SoE will continue to promote resources and events that support staff wellbeing and collaborate with staff to address work-life balance concerns.	>70% of staff were happy with the work-life balance (UoW staff survey 2023). However, from the same survey, 50-60% of staff state that their health is affected because of work and they feel under too much pressure to perform well. From UoW staff survey 2023, over 70% of staff agreed that their manager is actively interested in their wellbeing. However,	i. ii. iii.	i. Seek to identify any peculiar issues that may lead to overwhelming periods during the academic year. ii. Staff Wellbeing activities to be held throughout the year to promote mental health and wellbeing. iii. To continue to communicate the SET commitment to	June 2025	June 2027	Effective solutions to overcome identified challenges and ensure a smooth and successful academic journey. A minimum 5% positive increase in SoE ASCS and UoW staff survey regarding work-life balance. Monitor engagement with activities and their reception through ASCS and ongoing consultation (e.g. through online feedback form)	School Executive Team Discipline Stream Leaders Executive Officer Line Managers
					June 2024	June 2029	An increase in positive scoring on all aspects of staff wellbeing in the ASCS	

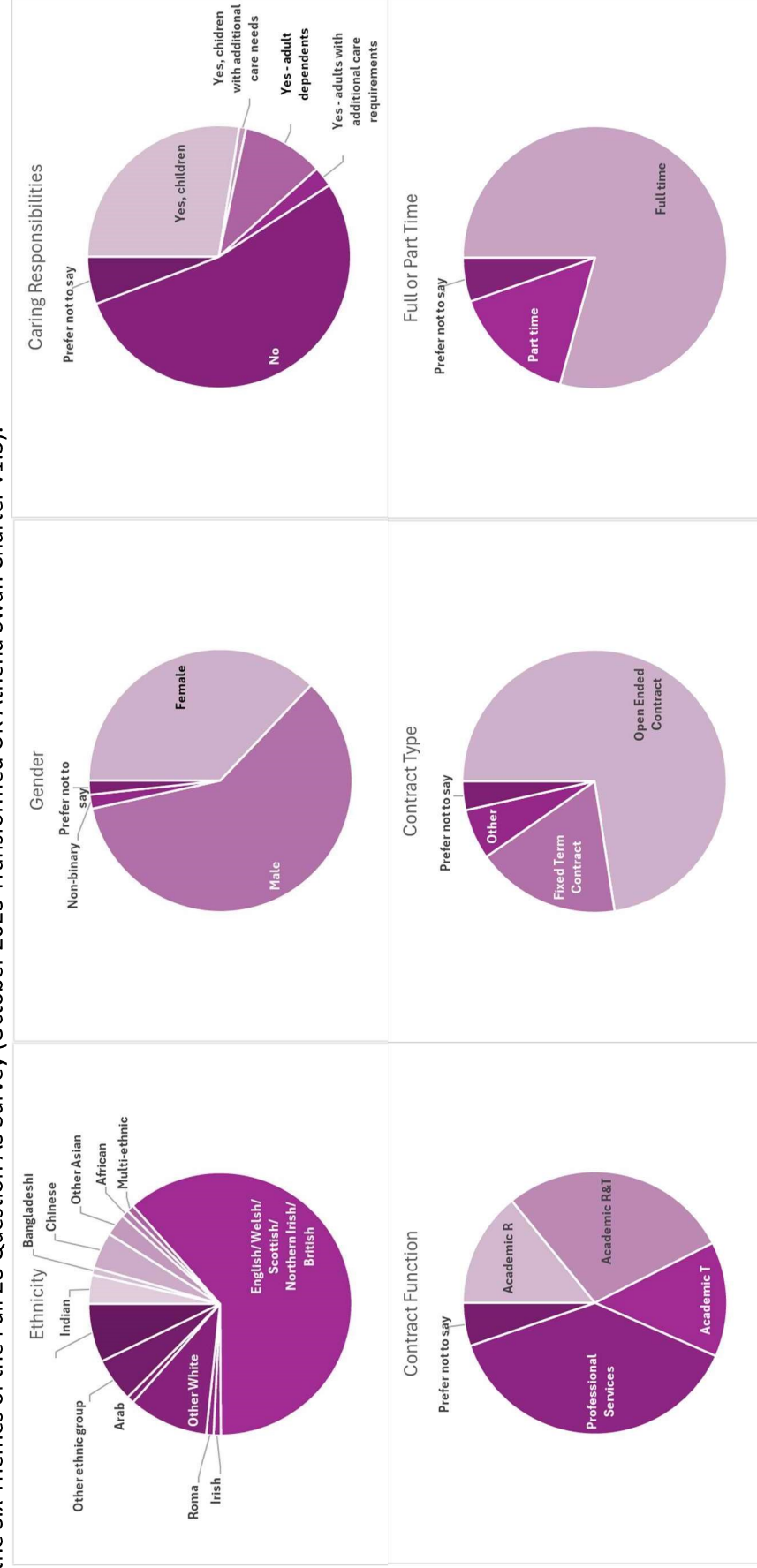
		from ASCS-Staff-2023, more males (65.0%) than females (56.4%) feel supported by the school and community for their mental health and well-being. Address concerns raised in the University 2023 UoW staff survey and ASCS-Staff-2023 surveys.	supporting staff with their wellbeing. iv. Continue to communicate information to staff around wellbeing support including the Employee Assistance Programme, ensuring a variety of communication methods are used. v. Addressing confidence barriers in seeking help through School-wide communication outlets and conversations with line managers.	Feb 2024	Jan 2030	and UoW staff survey and particularly a reduction in any differential scoring by gender.	
8.		Beacon Activities					
8.a		Understanding intersectionality in degree awarding gaps.	Building on AP2019 4d Utilizing findings from final-year PhD project evaluating student experience in the context of awarding gaps. Delivery of impact supported by WES Education Special Interest Group.	2024	2030	Peer reviewed publication in leading education journal, where impact can be tracked. Inclusive Education Action Plan delivery providing evidence of a sustained reduction in awarding gaps.	DoSE EDC Chair SoE PhD student (A.S.) HoT
8.b		Pathways into Civil Engineering	Building on AP2019 8.d Utilising findings from i) the EDC Chair's PreSchool Futures project (2019-2025) ii) and PhD study of barriers to retention of women in the Civil Engineering sector (2023-2030) Delivery of impact supported by WES Education Special Interest Group	2025	2030	Wider recognition among Early Years providers (regional/university network) of Engineering Play behaviours in children independent of gender. Peer reviewed publication identifying gendered factors in entry to/retention in Civil Engineering workplace.	EDC mature student rep (S.W., Civil Engineering PhD student from industry) EDC Chair

8.c	 Identifying effective Active Bystander interventions in culturally diverse higher education settings	In 2024 Professor Georgia Kremmyda (HoT) collaborated with Professor Judith Waudo from Kenyatta University, Director Centre for Gender Equity and Empowerment through a British Council funded project. Professor Joanna Collingwood (AHoS- People/EDC Chair) worked with the EU-wide UniSAFE project to discover ways of tackling gender-based violence in research performing organisations.	Sustaining learning and impact from: EDC Chair's recent role in EU-wide UniSAFE project, and in development of UoW policies to tackle sexual violence. HoT's leadership of British Council funded project in 2024: "Prevention of violence against women and girls with a particular focus on higher and further education institutions as safe spaces for women" Delivery of impact supported by WES Education Special Interest Group	April 2025	June 2026	Identify and share understanding of what makes active-bystander interventions effective in different cultural settings, increasing scope to address intersectional issues in gender-based violence in a multicultural setting. Dissemination of findings at workshops and conferences.	EDC Chair HoT AS-Champion
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Appendix 1: Culture survey data or equivalent

CONSULTATION 1: ASCS-STAFF-2023

Figure A1: ASCS-Staff-2023 participants: showing demographic of 116 individuals (53% of the staff in SoE) taking the ASCS-Staff-2023 in April/May 2023. Participant demographic broadly representative of overall SoE demographic ([Table_1a](#)). Question list and format mapped to core content in ASCS-Staff-2017 and the Six Themes of the Full 28 Question AS Survey (October 2023 Transformed UK Athena Swan Charter v1.3).



Group 1: Community															
covering Theme 1: Belonging and Inclusion Q1[#1.1.1-1.2,1.8-1.9]/Q2[#1.1.1-1.2]/Q3[#1.3-1.7]/Q4[#1.10-1.11] For Q5 on ‘communication’ see extension questions in Group 1E															
#1.1 Do you feel that the School provides an inclusive environment? (Social Inclusion at the University of Warwick is about removing economic, social, and cultural barriers that have prevented people from working, studying, and succeeding.)	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male		
	36	85.7%	55	85.9%	91	85.8%	14	82.4%	21	91.3%	39	90.7%	16	80.0%	
	4	9.5%	2	3.1%	6	5.7%	3	17.6%	0	0.0%	0	0.0%	2	10.0%	
	2	4.8%	7	10.9%	9	8.5%	0	0.0%	2	8.7%	4	9.3%	2	10.0%	
	42	100.0%	64	100.0%	106	100.0%	17	100.0%	23	100.0%	43	100.0%	20	100.0%	
	#1.2 Regarding the value placed on You as an individual in the School community, do you feel we have....	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
	Many things to celebrate	5	12.2%	19	29.7%	24	22.9%	2	11.1%	3	13.6%	14	32.6%	5	25.0%
	Some things to celebrate	23	56.1%	34	53.1%	57	54.3%	10	55.6%	13	59.1%	22	51.2%	11	55.0%
	Nothing to celebrate	5	12.2%	8	12.5%	13	12.4%	2	11.1%	3	13.6%	5	11.6%	3	15.0%
Prefer not to say	8	19.5%	3	4.7%	11	10.5%	4	22.2%	3	13.6%	2	4.7%	1	5.0%	
I don't know about this area	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
TOTAL	41	100.0%	64	100.0%	105	100.0%	18	100.0%	22	100.0%	43	100.0%	20	100.0%	
#1.3 Regarding the value placed on Teaching in the School community, do you feel we have....	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male		
Many things to celebrate	16	39.0%	18	27.7%	34	32.1%	7	41.2%	8	36.4%	12	27.3%	6	30.0%	
Some things to celebrate	14	34.1%	37	56.9%	51	48.1%	7	41.2%	7	31.8%	28	63.6%	8	40.0%	
Nothing to celebrate	2	4.9%	1	1.5%	3	2.8%	1	5.9%	0	0.0%	1	2.3%	0	0.0%	
Prefer not to say	3	7.3%	0	0.0%	3	2.8%	2	11.8%	1	4.5%	0	0.0%	0	0.0%	
I don't know about this area	6	14.6%	9	13.8%	15	14.2%	0	0.0%	6	27.3%	3	6.8%	6	30.0%	
TOTAL	41	100.0%	65	100.0%	106	100.0%	17	100.0%	22	100.0%	44	100.0%	20	100.0%	
#1.4 Regarding the value placed on Research in the School community, do you feel we have....	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male		
Many things to celebrate	19	46.3%	36	55.4%	55	51.9%	8	44.4%	11	50.0%	25	56.8%	11	55.0%	
Some things to celebrate	9	22.0%	24	36.9%	33	31.1%	6	33.3%	3	13.6%	18	40.9%	5	25.0%	
Nothing to celebrate	3	7.3%	1	1.5%	4	3.8%	2	11.1%	0	0.0%	1	2.3%	0	0.0%	
Prefer not to say	2	4.9%	0	0.0%	2	1.9%	1	5.6%	1	4.5%	0	0.0%	0	0.0%	
I don't know about this area	8	19.5%	4	6.2%	12	11.3%	1	5.6%	7	31.8%	0	0.0%	4	20.0%	
TOTAL	41	100.0%	65	100.0%	106	100.0%	18	100.0%	22	100.0%	44	100.0%	20	100.0%	
#1.5 Regarding the value placed on Administration in the School community, do you feel we have....	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male		
Many things to celebrate	11	27.5%	13	20.6%	24	23.3%	4	23.5%	7	31.8%	8	18.2%	5	27.8%	
Some things to celebrate	14	35.0%	37	58.7%	51	49.5%	6	35.3%	7	31.8%	28	63.6%	8	44.4%	
Nothing to celebrate	8	20.0%	7	11.1%	15	14.6%	4	23.5%	4	18.2%	5	11.4%	2	11.1%	
Prefer not to say	2	5.0%	2	3.2%	4	3.9%	1	5.9%	1	4.5%	2	4.5%	0	0.0%	
I don't know about this area	5	12.5%	4	6.3%	9	8.7%	2	11.8%	3	13.6%	1	2.3%	3	16.7%	
TOTAL	40	100.0%	63	100.0%	103	100.0%	17	100.0%	22	100.0%	44	100.0%	18	100.0%	

#1.6 Regarding the value placed on Technical Services in the School community, do you feel we have....	Female	%Female	Male	%Male	Total	%Total						Academic Female	Professional Female	Academic Male	Professional Male					
Many things to celebrate	14	35.0%	19	29.2%	33	31.4%						6	35.3%	8	36.4%	14	31.8%	5	25.0%	
Some things to celebrate	12	30.0%	36	55.4%	48	45.7%						8	47.1%	3	13.6%	24	54.5%	11	55.0%	
Nothing to celebrate	2	5.0%	3	4.6%	5	4.8%						0	0.0%	2	9.1%	2	4.5%	1	5.0%	
Prefer not to say	2	5.0%	1	1.5%	3	2.9%						1	5.9%	1	4.5%	1	2.3%	0	0.0%	
I don't know about this area	10	25.0%	6	9.2%	16	15.2%						2	11.8%	8	36.4%	3	6.8%	3	15.0%	
TOTAL	40	100.0%	65	100.0%	105	100.0%						17	100.0%	22	100.0%	44	100.0%	20	100.0%	
#1.7 Regarding the value placed on Academic administrative duties / roles in the School community, do you feel we have....	Female	%Female	Male	%Male	Total	%Total						Academic Female	Professional Female	Academic Male	Professional Male					
Many things to celebrate	6	15.0%	12	19.0%	18	17.5%						4	23.5%	2	9.1%	9	20.9%	3	15.8%	
Some things to celebrate	15	37.5%	31	49.2%	46	44.7%						8	47.1%	6	27.3%	22	51.2%	8	42.1%	
Nothing to celebrate	6	15.0%	10	15.9%	16	15.5%						3	17.6%	3	13.6%	9	20.9%	1	5.3%	
Prefer not to say	2	5.0%	2	3.2%	4	3.9%						1	5.9%	1	4.5%	1	2.3%	1	5.3%	
I don't know about this area	11	27.5%	8	12.7%	19	18.4%						1	5.9%	10	45.5%	2	4.7%	6	31.6%	
TOTAL	40	100.0%	63	100.0%	103	100.0%						17	100.0%	22	100.0%	43	100.0%	19	100.0%	
#1.8 Do you think these initiatives have been beneficial? Social activities with staff	Female	%Female	Male	%Male	Total	%Total						Academic Female	Professional Female	Academic Male	Professional Male					
Yes	27	75.0%	46	83.6%	73	80.2%						8	57.1%	19	90.5%	32	84.2%	14	87.5%	
No	4	11.1%	7	12.7%	11	12.1%						4	28.6%	0	0.0%	5	13.2%	1	6.3%	
Prefer not to say	5	13.9%	2	3.6%	7	7.7%						2	14.3%	2	9.5%	1	2.6%	1	6.3%	
N/A	0	0.0%	0	0.0%	0	0.0%						0	0.0%	0	0.0%	0	0.0%	0	0.0%	
TOTAL	36	100.0%	55	100.0%	91	100.0%						14	100.0%	21	100.0%	38	100.0%	16	100.0%	
#1.9 Do you think these initiatives have been beneficial? Social activities with students	Female	%Female	Male	%Male	Total	%Total						Academic Female	Professional Female	Academic Male	Professional Male					
Yes	27	79.4%	42	89.4%	69	85.2%						12	75.0%	15	83.3%	33	89.2%	8	88.9%	
No	4	11.8%	2	4.3%	6	7.4%						3	18.8%	1	5.6%	2	5.4%	0	0.0%	
Prefer not to say	3	8.8%	3	6.4%	6	7.4%						1	6.3%	2	11.1%	2	5.4%	1	11.1%	
N/A	0	0.0%	0	0.0%	0	0.0%						0	0.0%	0	0.0%	0	0.0%	0	0.0%	
TOTAL	34	100.0%	47	100.0%	81	100.0%						16	100.0%	18	100.0%	37	100.0%	9	100.0%	
#1.10 Do you feel you have a voice in the School?	Female	%Female	Male	%Male	Total	%Total						Academic Female	Professional Female	Academic Male	Professional Male					
Yes	24	57.1%	49	76.6%	73	68.9%						10	55.6%	14	60.9%	31	72.1%	17	85.0%	
No	13	31.0%	8	12.5%	21	19.8%						3	16.7%	9	39.1%	7	16.3%	1	5.0%	
Prefer not to say	5	11.9%	7	10.9%	12	11.3%						5	27.8%	0	0.0%	5	11.6%	2	10.0%	
TOTAL	42	100.0%	64	100.0%	106	100.0%						18	100.0%	23	100.0%	43	100.0%	20	100.0%	
#1.11 Do you know how to raise issues, ideas or concerns if you needed / wanted to?	Female	%Female	Male	%Male	Total	%Total						Academic Female	Professional Female	Academic Male	Professional Male					
Yes	27	64.3%	52	81.3%	79	74.5%						10	55.6%	17	73.9%	32	74.4%	19	95.0%	
No	9	21.4%	9	14.1%	18	17.0%						3	16.7%	5	21.7%	9	20.9%	0	0.0%	
Prefer not to say	6	14.3%	3	4.7%	9	8.5%						5	27.8%	1	4.3%	2	4.7%	1	5.0%	
TOTAL	42	100.0%	64	100.0%	106	100.0%						18	100.0%	23	100.0%	43	100.0%	20	100.0%	

Group 1E: Communication														
covering Theme 1: Belonging and Inclusion Q5														
#1E.1 Do you have the information that you need in order to perform the duties of your role?														
Yes - the information I need is available to me and I know how to find what I need No - the information I need is not available to me but I know how to find it No - the information I need is not available to me and I don't know how to find it Prefer not to say TOTAL	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
	29	72.5%	48	77.4%	77	75.5%	12	75%	17	77.3%	31	75.6%	17	85.0%
	2	5.0%	8	12.9%	10	9.8%	2	12.5%	0	0.0%	7	17.1	0	0.0%
	5	12.5%	4	6.5%	9	8.8%	0	0.0%	3	13.6	3	7.3	1	5.0%
	4	10.0%	2	3.2%	6	5.9%	2	12.5%	2	9.1%	0	0.0%	2	10.0%
	40	100.0%	62	100.0%	102	100.0%	16	100%	22	100%	41	100%	20	100%
#1E.2 Are you aware of the following communication methods used by the School to engage with you? <i>Get Connected – the Monthly School Newsletter</i> Yes and I actively engage with this Yes but I don't engage with this Not aware of this but would like to engage with it Not aware of this and wouldn't engage with it Prefer not to say TOTAL	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
	31	77.5%	44	69.8%	75	72.8%	10	58.8%	20	90.9%	33	78.6%	11	55.0%
	9	22.5%	18	28.6%	27	26.2%	7	41.2%	2	9.1%	8	19.0%	9	45.0%
	0	0.0%	1	1.6%	1	1.0%	0	0.0%	0	0.0%	1	2.4%	0	0.0%
	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	40	100.0%	63	100.0%	103	100.0%	17	100%	22	100%	42	100%	20	100%
#1E.3 Are you aware of the following communication methods used by the School to engage with you? <i>SMT Update Emails</i> Yes and I actively engage with this Yes but I don't engage with this Not aware of this but would like to engage with it Not aware of this and wouldn't engage with it Prefer not to say TOTAL	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
	27	67.5%	43	68.3%	70	68.0%	8	50.0%	18	81.8%	29	69.0%	13	65.0%
	9	22.5%	17	27.0%	26	25.2%	7	43.8%	2	9.1%	11	26.2%	6	30.0%
	3	7.5%	2	3.2%	5	4.9%	1	6.2%	2	9.2%	2	4.8%	1	5.0%
	1	2.5%	1	1.6%	2	1.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	40	100.0%	63	100.0%	103	100.0%	16	100%	22	100%	42	100%	20	100%
#1E.4 Are you aware of the following communication methods used by the School to engage with you? <i>Staff Intranet</i> Yes and I actively engage with this Yes but I don't engage with this Not aware of this but would like to engage with it Not aware of this and wouldn't engage with it	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
	26	65.0%	36	57.1%	62	60.2%	10	62.5%	15	68.2%	23	54.8%	13	65.0%
	11	27.5%	22	34.9%	33	32.0%	5	31.2%	5	22.7%	16	38.1%	5	25.0%
	2	5.0%	5	7.9%	7	6.8%	1	6.3%	1	4.55%	3	7.1%	2	10.0%
	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Prefer not to say	1	2.5%	0	0.0%	1	1.0%						
TOTAL	40	100.0%	63	100.0%	103	100.0%						
#1E.5 Are you aware of the following communication methods used by the School to engage with you? Staff Meetings	Female	%Female	Male	%Male	Total	%Total						
Yes and I actively engage with this	31	77.5%	52	82.5%	83	80.6%						
Yes but I don't engage with this	7	17.5%	10	15.9%	17	16.5%						
Not aware of this but would like to engage with it	1	2.5%	0	0.0%	1	1.0%						
Not aware of this and wouldn't engage with it	1	2.5%	1	1.6%	2	1.9%						
Prefer not to say	0	0.0%	0	0.0%	0	0.0%						
TOTAL	40	100.0%	63	100.0%	103	100.0%						
#1E.6 Are you aware of the following communication methods used by the School to engage with you? Staff & PGR Coffee and Cake	Female	%Female	Male	%Male	Total	%Total						
Yes and I actively engage with this	33	82.5%	39	61.9%	72	69.9%						
Yes but I don't engage with this	7	17.5%	23	36.5%	30	29.1%						
Not aware of this but would like to engage with it	0	0.0%	0	0.0%	0	0.0%						
Not aware of this and wouldn't engage with it	0	0.0%	0	0.0%	0	0.0%						
Prefer not to say	0	0.0%	1	1.6%	1	1.0%						
TOTAL	40	100.0%	63	100.0%	103	100.0%						
	0	0.0%	0	0.0%	1	4.55%	0	0.0%	0	0.0%		
	16	100%	22	100%	42	100%	20	100%	20	100%		
	Academic Female	Professional Female	Academic Male	Professional Male	Academic Male	Professional Male						
	12	75.0%	17	77.3%	34	80.9%	17	85.0%				
	3	18.8%	4	18.2%	7	16.7%	3	15.0%				
	1	6.2%	0	0.0%	0	0.0%	0	0.0%				
	0	0.0%	1	4.5%	1	2.4%	0	0.0%				
	0	0.0%	0	0.0%	0	0.0%	0	0.0%				
	16	100%	22	100%	42	100%	20	100%				
	Academic Female	Professional Female	Academic Male	Professional Male	Academic Male	Professional Male						
	10	62.5%	21	95.5%	23	54.8%	16	80.0%				
	6	37.5%	1	4.5%	18	42.8%	4	20.0%				
	0	0.0%	0	0.0%	0	0.0%	0	0.0%				
	0	0.0%	0	0.0%	0	0.0%	0	0.0%				
	0	0.0%	0	0.0%	1	2.4%	0	0.0%				
	16	100%	22	100%	42	100%	20	100%				

Group 2: Gender Equality

covering Theme 2: Gender Equality Q6[#2.1]/Q7[#2.2]/Q8[#2.3]/Q9[#2.4]/Q10[#2.5]/Q11[#2.6]

#2.1 The School's leadership actively supports gender equality		Female	%Female	Male	%Male	Total	%Total				
Agree		27	69.2%	50	86.2%	77	79.4%	Academic Female	Professional Female	Academic Male	Professional Male
Disagree		5	12.8%	0	0.0%	5	5.2%	9	17	37	13
Prefer not to say		7	17.9%	8	13.8%	15	15.5%	3	2	0	0
TOTAL		39	100.0%	58	100.0%	97	100.0%	4	2	4	4
								16	21	41	17
#2.2 The School is committed to achieving gender balance in leadership positions		Female	%Female	Male	%Male	Total	%Total				
Agree		24	61.5%	44	75.9%	68	70.1%	Academic Female	Professional Female	Academic Male	Professional Male
Disagree		5	12.8%	2	3.4%	7	7.2%	6	17	34	10
Prefer not to say		10	25.6%	12	20.7%	22	22.7%	4	1	2	0
TOTAL		39	100.0%	58	100.0%	97	100.0%	6	3	5	7
								16	21	41	17
#2.3 The rate people progress in the School is not affected by their gender		Female	%Female	Male	%Male	Total	%Total				
Agree		20	51.3%	41	70.7%	61	62.9%	Academic Female	Professional Female	Academic Male	Professional Male
Disagree		9	23.1%	5	8.6%	14	14.4%	6	14	29	12
Prefer not to say		10	25.6%	12	20.7%	22	22.7%	5	3	4	1
TOTAL		39	100.0%	58	100.0%	97	100.0%	5	5	8	4
								16	22	41	17
#2.4 Equality, diversity and inclusion work is recognised when workload is allocated		Female	%Female	Male	%Male	Total	%Total				
Agree		19	48.7%	35	62.5%	54	56.8%	Academic Female	Professional Female	Academic Male	Professional Male
Disagree		8	20.5%	3	5.4%	11	11.6%	7	12	24	11
Prefer not to say		12	30.8%	18	32.1%	30	31.6%	5	2	3	6
TOTAL		39	100.0%	56	100.0%	95	100.0%	4	6	12	0
								16	20	39	17
#2.5 Equality, diversity and inclusion work is recognised in applications for promotion / progression		Female	%Female	Male	%Male	Total	%Total				
Agree		19	48.7%	32	56.1%	51	53.1%	Academic Female	Professional Female	Academic Male	Professional Male
Disagree		6	15.4%	3	5.3%	9	9.4%	7	12	23	9
Prefer not to say		14	35.9%	22	38.6%	36	37.5%	2	2	2	1
TOTAL		39	100.0%	57	100.0%	96	100.0%	7	7	15	7
								16	21	40	17
#2.6 The School took action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff		Female	%Female	Male	%Male	Total	%Total				
Agree		17	43.6%	31	55.4%	48	50.5%	Academic Female	Professional Female	Academic Male	Professional Male
Disagree		3	7.7%	3	5.4%	6	6.3%	6	11	23	8
Prefer not to say		19	48.7%	22	39.3%	41	43.2%	2	0	3	0
TOTAL		39	100.0%	56	100.0%	95	100.0%	8	10	14	8
								16	21	40	16

Group 3: Work-Life Balance

covering Theme 3: Work-Life Balance Q12[#3.1-3.4]/Q13[#3.18-3.24]/Q14[#3.5-3.7]/Q15[#3.8-3.17]

#3.1 Do you have a flexible working pattern / agreement in place?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
							3	16.7%	7	31.8%	8	17.4%	3	15.0%
Yes – formal agreement in place	11	25.6%	11	16.4%	22	20.0%	5	27.8%	2	9.1%	19	41.3%	7	35.0%
Yes – informal agreement in place	8	18.6%	27	40.3%	35	31.8%	10	55.5%	11	50.0%	19	41.3%	10	50.0%
No	21	48.8%	29	43.3%	50	45.5%	0	0.0%	2	9.1%	0	0.0%	0	0.0%
Prefer not to say	3	7.0%	0	0.0%	3	2.7%	18	100.0%	22	100.0%	46	100.0%	20	100.0%
TOTAL	43	100.0%	67	100.0%	110	100.0%								
#3.3 Are you able to work in a hybrid way e.g. a mix of on campus and home-based working?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
							17 <td>94.4%</td> <td>21</td> <td>91.3%</td> <td>41</td> <td>89.1%</td> <td>12</td> <td>60%</td>	94.4%	21	91.3%	41	89.1%	12	60%
Yes – my role allows me to work from home and I am able to do so	40	93.0%	54	80.6%	94	85.5%	0	0.0%	1	4.35%	1	2.2%	8	40%
No – my role does not allow me to work from home	1	2.3%	9	13.4%	10	9.1%	1	5.6%	0	0.0%	3	6.5%	0	0.0%
No – my role allows me to work from home but I am prevented from doing so	1	2.3%	1	1.5%	2	1.8%	0	0.0%	1	4.35%	1	2.2%	0	0.0%
Prefer not to say	43	100.0%	67	100.0%	110	100.0%	18	100.0%	23	100.0%	46	100.0%	20	100.0%
TOTAL														
#3.4 If you are able to work from home do you find this beneficial?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
							13 <td>76.5%</td> <td>20</td> <td>95.2%</td> <td>34</td> <td>82.9%</td> <td>11</td> <td>91.7%</td>	76.5%	20	95.2%	34	82.9%	11	91.7%
Yes I find it beneficial	34	85.0%	46	85.2%	80	85.1%	1	5.9%	0	0.0%	2	4.9%	0	0.0%
No I do not find it beneficial	2	5.0%	2	3.7%	4	4.3%	3	17.6%	1	4.8%	5	12.2%	1	8.3%
I find it makes no difference	4	10.0%	6	11.1%	10	10.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Prefer not to say	0	0.0%	0	0.0%	0	0.0%	17	100.0%	21	100.0%	41	100.0%	12	100.0%
TOTAL	40	100.0%	54	100.0%	94	100.0%								
#3.5 Regarding the timing of meetings and events in the School, do you feel consideration is given to those with caring responsibilities?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
							13 <td>81.3%</td> <td>20</td> <td>90.9%</td> <td>33</td> <td>78.6%</td> <td>17</td> <td>85.0%</td>	81.3%	20	90.9%	33	78.6%	17	85.0%
Yes	34	85.0%	51	81.0%	85	82.5%	3	18.8%	2	9.1%	7	16.7%	2	10.0%
No	6	15.0%	9	14.3%	15	14.6%	0	0.0%	0	0.0%	2	4.8%	1	5.0%
Prefer not to say	0	0.0%	3	4.8%	3	2.9%	16	100.0%	22	100.0%	42	100.0%	20	100.0%
TOTAL	40	100.0%	63	100.0%	103	100.0%								
#3.6 Do you think these initiatives have been beneficial? Ensuring Staff Meetings do not start before 10:00 am	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male	
							12 <td>85.7%</td> <td>16</td> <td>94.1%</td> <td>29</td> <td>78.4%</td> <td>16</td> <td>100.0%</td>	85.7%	16	94.1%	29	78.4%	16	100.0%
Yes	29	90.6%	45	83.3%	74	86.0%	2	14.3%	1	5.9%	6	16.2%	0	0.0%
No	3	9.4%	7	13.0%	10	11.6%	0	0.0%	0	0.0%	2	5.4%	0	0.0%
Prefer not to say	0	0.0%	2	3.7%	2	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
N/A	0	0.0%	0	0.0%	0	0.0%	14	100.0%	17	100.0%	37	100.0%	16	100.0%
TOTAL	32	100.0%	54	100.0%	86	100.0%								

#3.7 Do you think these initiatives have been beneficial? Teaching timetabling to support staff with caring responsibilities	Female	%Female	Male	%Male	Total	%Total
Yes	25	96.2%	38	92.7%	63	94.0%
No	1	3.8%	2	4.9%	3	4.5%
Prefer not to say	0	0.0%	1	2.4%	1	1.5%
N/A	0	0.0%	0	0.0%	0	0.0%
TOTAL	26	100.0%	41	100.0%	67	100.0%
#3.8 Have you taken maternity, paternity or adoption leave whilst working in the School of Engineering?	Female	%Female	Male	%Male	Total	%Total
Yes						
No						
Prefer not to say						
TOTAL						
#3.9 My line manager supported me to discuss and agree suitable arrangements	Female	%Female	Male	%Male	Total	%Total
Agree						
Disagree						
Prefer not to say & N/A						
TOTAL						
#3.10 had the opportunity to hand my work over to someone before I went on leave	Female	%Female	Male	%Male	Total	%Total
Agree						
Disagree						
Prefer not to say						
N/A						
TOTAL						
#3.11 I agreed communication I was comfortable with during my period of leave	Female	%Female	Male	%Male	Total	%Total
Agree						
Disagree						
Prefer not to say						
N/A						
TOTAL						
#3.12 My role was covered in my absence	Female	%Female	Male	%Male	Total	%Total
Agree						
Disagree						
Prefer not to say						
N/A						
TOTAL						

Academic Female	Professional Female	Academic Male	Professional Male
11	13	28	9
0	0	2	0
0	0	1	0
0	0	0	0
11	13	31	9
Academic Female	Professional Female	Academic Male	Professional Male
Not disaggregated here due to group size			
Academic Female	Professional Female	Academic Male	Professional Male
Not disaggregated here due to group size			
Academic Female	Professional Female	Academic Male	Professional Male
Not disaggregated here due to group size			
Academic Female	Professional Female	Academic Male	Professional Male
Not disaggregated here due to group size			
Academic Female	Professional Female	Academic Male	Professional Male
Not disaggregated here due to group size			

Have nothing to celebrate	8	24.2%	9	19.1%	17	21.3%
Prefer not to say	3	9.1%	2	4.3%	5	6.3%
N/A	0	0.0%	0	0.0%	0	0.0%
TOTAL	33	100.0%	47	100.0%	80	100.0%
#3.19 The distribution of academic and teaching tasks in the School	Female	%Female	Male	%Male	Total	%Total
Have many things to celebrate	3	11.5%	10	22.2%	13	18.3%
Have some things to celebrate	13	50.0%	25	55.6%	38	53.5%
Have nothing to celebrate	4	15.4%	9	20.0%	13	18.3%
Prefer not to say	6	23.1%	1	2.2%	7	9.9%
N/A	0	0.0%	0	0.0%	0	0.0%
TOTAL	26	100.0%	45	100.0%	71	100.0%
#3.20 The distribution of emotional labour / well-being support (formal and informal pastoral care for students and peers)	Female	%Female	Male	%Male	Total	%Total
Have many things to celebrate	7	21.9%	7	17.1%	14	19.2%
Have some things to celebrate	13	40.6%	23	56.1%	36	49.3%
Have nothing to celebrate	9	28.1%	9	22.0%	18	24.7%
Prefer not to say	3	9.4%	2	4.9%	5	6.8%
N/A	0	0.0%	0	0.0%	0	0.0%
TOTAL	32	100.0%	41	100.0%	73	100.0%
#3.21 Peer Support (formal and informal mentoring, collegiality etc.)	Female	%Female	Male	%Male	Total	%Total
Have many things to celebrate	10	29.4%	13	27.7%	23	28.4%
Have some things to celebrate	12	35.3%	24	51.1%	36	44.4%
Have nothing to celebrate	8	23.5%	9	19.1%	17	21.0%
Prefer not to say	4	11.8%	1	2.1%	5	6.2%
N/A	0	0.0%	0	0.0%	0	0.0%
TOTAL	34	100.0%	47	100.0%	81	100.0%
#3.22 Volume of email during standard working hours	Female	%Female	Male	%Male	Total	%Total
Have many things to celebrate	4	11.8%	15	26.3%	19	20.9%
Have some things to celebrate	15	44.1%	27	47.4%	42	46.2%
Have nothing to celebrate	13	38.2%	14	24.6%	27	29.7%
Prefer not to say	2	5.9%	1	1.8%	3	3.3%
N/A	0	0.0%	0	0.0%	0	0.0%
TOTAL	34	100.0%	57	100.0%	91	100.0%
#3.23 Volume of email out of hours e.g. evenings and weekends	Female	%Female	Male	%Male	Total	%Total
Have many things to celebrate	5	16.7%	14	27.5%	19	23.5%

2	14.3%	5	29.4%	8	22.9%	0	0.0%
2	14.3%	1	5.9%	1	2.9%	1	9.1%
0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	100.0%	17	100.0%	35	100.0%	11	100.0%
Academic Female		Professional Female		Academic Male		Professional Male	
3	25.0%	0	0.0%	7	20.0%	3	33.3%
6	50.0%	5	45.5%	18	51.4%	6	66.7%
1	8.3%	2	18.2%	9	25.7%	0	0.0%
2	16.7%	4	36.4%	1	2.9%	0	0.0%
0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	100.0%	11	100.0%	35	100.0%	9	100.0%
Academic Female		Professional Female		Academic Male		Professional Male	
3	25.0%	4	22.2%	5	16.1%	2	22.2%
4	33.3%	8	44.4%	17	54.8%	5	55.6%
4	33.3%	4	22.2%	8	25.8%	1	11.1%
1	8.3%	2	11.1%	1	3.2%	1	11.1%
0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	100.0%	18	100.0%	31	100.0%	9	100.0%
Academic Female		Professional Female		Academic Male		Professional Male	
4	28.6%	6	33.3%	10	27.8%	3	30.0%
5	35.7%	7	38.9%	17	47.2%	6	60.0%
4	28.6%	2	11.1%	8	22.2%	1	10.0%
1	7.1%	3	16.7%	1	2.8%	0	0.0%
0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	100.0%	18	100.0%	36	100.0%	10	100.0%
Academic Female		Professional Female		Academic Male		Professional Male	
2	16.7%	2	9.5%	11	27.5%	4	25.0%
4	33.3%	10	47.6%	20	50.0%	6	37.5%
5	41.7%	8	38.1%	8	20.0%	6	37.5%
1	8.3%	1	4.8%	1	2.5%	0	0.0%
0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	100.0%	21	100.0%	40	100.0%	16	100.0%
Academic Female		Professional Female		Academic Male		Professional Male	
3	25.0%	2	11.8%	11	29.7%	3	23.1%

Group 4: Bullying and Harassment

covering Theme 4: Bullying and Harassment Q16[#4.1]/Q17[#4.2]/Q18[#4.3-4.4]/Q19[#4.5]/Q20[#4.6]

#4.1 I have experienced bullying and / or harassment in SoE in the last 12 months	Female	%Female	Male	%Male	Total	%Total	Academic Female				Professional Female				Academic Male				Professional Male				
							3	18.8%	2	9.1%	0	0.0%	1	5.6%	12	75.0%	19	86.4%	40	97.6%	15	83.3%	
Yes	5	12.8%	1	1.7%	6	6.1%																	
No	31	79.5%	56	93.3%	87	87.9%																	
Prefer not to say	3	7.7%	3	5.0%	6	6.1%																	
TOTAL	39	100.0%	60	100.0%	99	100.0%																	
#4.2 I have witnessed bullying and / or harassment in SoE in the last 12 months	Female	%Female	Male	%Male	Total	%Total	Academic Female				Professional Female				Academic Male				Professional Male				
Yes							7	18.4%	4	6.7%	11	11.2%	2	13.3%	4	19.0%	1	2.4%	2	11.1%	12	80.0%	16
No	29	76.3%	54	90.0%	83	84.7%																	
Prefer not to say	2	5.3%	2	3.3%	4	4.1%																	
TOTAL	38	100.0%	60	100.0%	98	100.0%																	
#4.3 I have reported bullying and / or harassment in SoE in the last 12 months	Female	%Female	Male	%Male	Total	%Total	Academic Female				Professional Female				Academic Male				Professional Male				
Yes							2	5.3%	1	1.7%	3	3.1%	1	6.3%	1	5.0%	0	0.0%	1	5.6%	15	93.8%	18
No	34	89.5%	57	95.0%	91	92.9%																	
Prefer not to say	2	5.3%	2	3.3%	4	4.1%																	
TOTAL	38	100.0%	60	100.0%	98	100.0%																	
#4.4 I know how to report bullying and harassment	Female	%Female	Male	%Male	Total	%Total	Academic Female				Professional Female				Academic Male				Professional Male				
Yes							26	66.7%	44	73.3%	70	70.7%	11	68.8%	14	66.7%	26	65.0%	17	94.4%	5	31.3%	3
No	9	23.1%	14	23.3%	23	23.2%																	
Prefer not to say	4	10.3%	2	3.3%	6	6.1%																	
TOTAL	39	100.0%	60	100.0%	99	100.0%																	
#4.5 SoE management is active in tackling bullying and harassment	Female	%Female	Male	%Male	Total	%Total	Academic Female				Professional Female				Academic Male				Professional Male				
Yes							17	43.6%	34	57.6%	51	52.0%	7	43.8%	10	47.6%	24	58.5%	10	58.8%	1	6.3%	3
No	4	10.3%	7	11.9%	11	11.2%																	
Prefer not to say	18	46.2%	18	30.5%	36	36.7%																	
TOTAL	39	100.0%	59	100.0%	98	100.0%																	
#4.6 I am satisfied with how bullying and harassment is addressed in SoE	Female	%Female	Male	%Male	Total	%Total	Academic Female				Professional Female				Academic Male				Professional Male				
Yes							18	46.2%	34	57.6%	52	53.1%	7	43.8%	11	52.4%	23	56.1%	11	64.7%	2	12.5%	3
No	6	15.4%	5	8.5%	11	11.2%																	
Prefer not to say	15	38.5%	20	33.9%	35	35.7%																	
TOTAL	39	100.0%	59	100.0%	98	100.0%																	

Group 5: Career Development #5.1-5.5

covering Theme 5: Career Development Q21[#5.1-5.2]/Q22[#5.3]/Q23[#5.4]/Q24[#5.5]

#5.1 The School encourages my professional development		Female	%Female	Male	%Male	Total	%Total		Academic Female		Professional Female		Academic Male		Professional Male	
Agree		25	71.4%	40	71.4%	65	71.4%		10	66.7%	15	83.3%	26	68.4%	14	77.8%
Disagree		7	20.0%	12	21.4%	19	20.9%		3	20.0%	3	16.7%	10	26.3%	2	11.1%
Prefer not to say		3	8.6%	4	7.1%	7	7.7%		2	13.3%	0	0.0%	2	5.3%	2	11.1%
TOTAL		35	100.0%	56	100.0%	91	100.0%		15	100.0%	18	100.0%	38	100.0%	18	100.0%
#5.2 My line manager supports my career development		Female	%Female	Male	%Male	Total	%Total		Academic Female		Professional Female		Academic Male		Professional Male	
Agree		30	81.1%	49	87.5%	79	84.9%		11	73.3%	19	95.0%	35	92.1%	14	77.8%
Disagree		3	8.1%	2	3.6%	5	5.4%		1	6.7%	1	5.0%	1	2.6%	1	5.6%
Prefer not to say		4	10.8%	5	8.9%	9	9.7%		3	20.0%	0	0.0%	2	5.3%	3	16.7%
TOTAL		37	100.0%	56	100.0%	93	100.0%		15	100.0%	20	100.0%	38	100.0%	18	100.0%
#5.3 Decisions about appointments are made fairly		Female	%Female	Male	%Male	Total	%Total		Academic Female		Professional Female		Academic Male		Professional Male	
Agree		23	65.7%	41	74.5%	64	71.1%		9	69.2%	14	70.0%	27	73.0%	14	77.8%
Disagree		6	17.1%	8	14.5%	14	15.6%		2	15.4%	2	10.0%	6	16.2%	2	11.1%
Prefer not to say		6	17.1%	6	10.9%	12	13.3%		2	15.4%	4	20.0%	4	10.8%	2	11.1%
TOTAL		35	100.0%	55	100.0%	90	100.0%		13	100.0%	20	100.0%	37	100.0%	18	100.0%
#5.4 Decisions about promotion / progression are made fairly		Female	%Female	Male	%Male	Total	%Total		Academic Female		Professional Female		Academic Male		Professional Male	
Agree		14	46.7%	31	63.3%	45	57.0%		6	50.0%	8	50.0%	20	60.6%	11	68.8%
Disagree		7	23.3%	8	16.3%	15	19.0%		3	25.0%	3	18.8%	5	15.2%	3	18.8%
Prefer not to say		9	30.0%	10	20.4%	19	24.1%		3	25.0%	5	31.3%	8	24.2%	2	12.5%
TOTAL		30	100.0%	49	100.0%	79	100.0%		12	100.0%	16	100.0%	33	100.0%	16	100.0%
#5.5 I receive useful feedback on my career development through my annual Personal Development Review (PDR)		Female	%Female	Male	%Male	Total	%Total		Academic Female		Professional Female		Academic Male		Professional Male	
Agree		17	54.8%	27	61.4%	44	58.7%		7	53.8%	10	62.5%	15	53.6%	12	75.0%
Disagree		9	29.0%	12	27.3%	21	28.0%		3	23.1%	5	31.3%	10	35.7%	2	12.5%
Prefer not to say		5	16.1%	5	11.4%	10	13.3%		3	23.1%	1	6.3%	3	10.7%	2	12.5%
TOTAL		31	100.0%	44	100.0%	75	100.0%		13	100.0%	16	100.0%	28	100.0%	16	100.0%

Group 6: Wellbeing

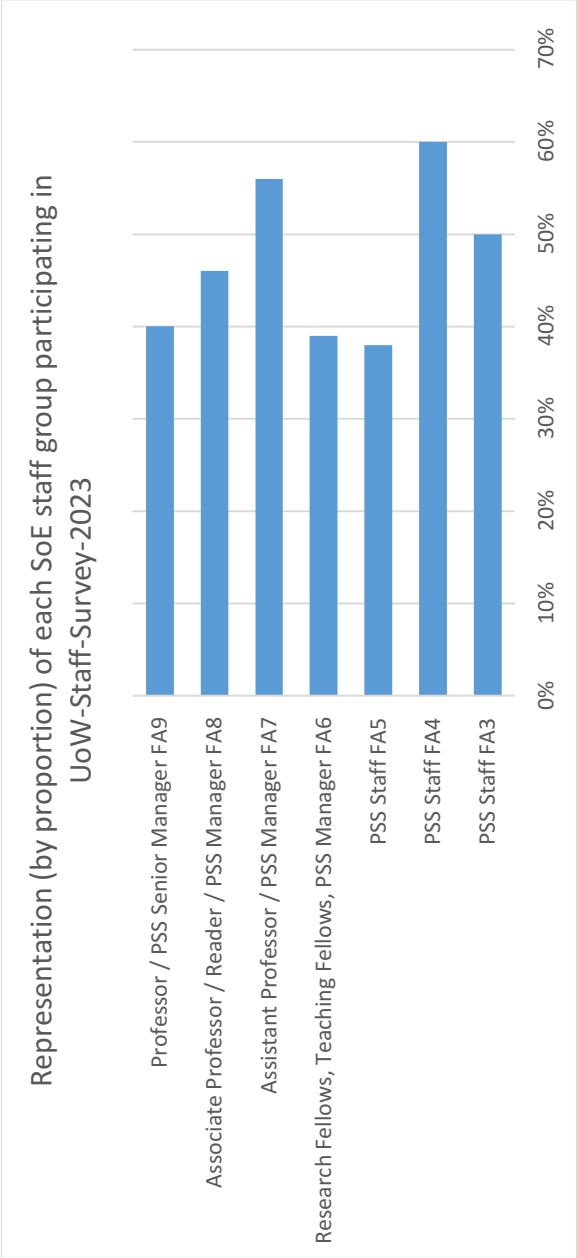
covering Theme 6: Wellbeing Q25[#6.1]/Q26[#6.2]/Q27[#6.3-#6.4]/Q28[#6.3-#6.4]

#6.1 Do you feel your current workload is manageable?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male			
Yes	34	85.0%	51	81.0%	85	82.5%		13	81.3%	20	90.9%	33	78.6%	17	85.0%	
No	6	15.0%	9	14.3%	15	14.6%		3	18.8%	2	9.1%	7	16.7%	2	10.0%	
Prefer not to say	0	0.0%	3	4.8%	3	2.9%		0	0.0%	0	0.0%	2	4.8%	1	5.0%	
TOTAL	40	100.0%	63	100.0%	103	100.0%		16	100.0%	22	100.0%	42	100.0%	20	100.0%	
#6.2 Do you feel the School and School community supports you with your mental health and well-being?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male			
	Yes	22	56.4%	39	65.0%	61	61.6%		6	37.5%	15	71.4%	27	67.5%	12	63.2%
	No	7	17.9%	11	18.3%	18	18.2%		4	25.0%	3	14.3%	7	17.5%	3	15.8%
	Prefer not to say	10	25.6%	10	16.7%	20	20.2%		6	37.5%	3	14.3%	6	15.0%	4	21.1%
TOTAL	39	100.0%	60	100.0%	99	100.0%		16	100.0%	21	100.0%	40	100.0%	19	100.0%	
#6.3 If you needed support with your mental health and well-being, would you know where to go and feel confident in accessing support?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male			
	Yes I would know where to go and would feel able to do so	23	59.0%	36	60.0%	59	59.6%		7	46.7%	15	71.4%	25	62.5%	11	57.9%
	Yes I would know where to go but would not feel able / confident to do so	11	28.2%	10	16.7%	21	21.2%		7	46.7%	2	9.5%	3	7.5%	6	31.6%
	No I would not know where to go	3	7.7%	12	20.0%	15	15.2%		1	6.7%	2	9.5%	11	27.5%	1	5.3%
Prefer not to say	2	5.1%	2	3.3%	4	4.0%		0	0.0%	2	9.5%	1	2.5%	1	5.3%	
TOTAL	39	100.0%	60	100.0%	99	100.0%		15	100.0%	21	100.0%	40	100.0%	19	100.0%	
#6.4 Are you aware of the Employee Assistance Programme (EAP) and how to access it?	Female	%Female	Male	%Male	Total	%Total	Academic Female		Professional Female		Academic Male		Professional Male			
	Yes I am aware of the EAP and know how to access it	18	46.2%	22	36.7%	40	40.4%		5	33.3%	12	57.1%	12	29.3%	10	52.6%
	Yes I am aware of the EAP but would not know how to access it	4	10.3%	9	15.0%	13	13.1%		1	6.7%	2	9.5%	7	17.1%	2	10.5%
	No I am not aware of the EAP	14	35.9%	28	46.7%	42	42.4%		7	46.7%	6	28.6%	21	51.2%	7	36.8%
Prefer not to say	3	7.7%	1	1.7%	4	4.0%		2	13.3%	1	4.8%	1	2.4%	0	0.0%	
TOTAL	39	100.0%	60	100.0%	99	100.0%		15	100.0%	21	100.0%	41	100.0%	19	100.0%	

CONSULTATION 2: UoW-Staff-Survey June 2023 SoE summary results

University Staff Survey June 2023: Results presented at SoE All Staff Meeting 08-11-2023			
STRENGTHS	From AP2019 →	OPPORTUNITIES	Into → AP2024
Line Management: Staff feel supported by their line manager and that it is appreciated when they have done a good job.	#2.a.ii-iv #2.c.i #2.f.i #5.f.i-ii #8.b.i-v	Personal Growth: Staff feel their roles are good for their personal growth, but some feel they have limited opportunities to learn and grow, and training provision is constrained.	#2.c.i #6.b.ii-iii #6.c.iii #6.e.ii
Feedback: Staff are clear on what is expected of them, feel they are treated fairly and are able to be honest with their manager when things aren't going well.	#3.a.i-iii #3.b.i-ii #4.b.i-iii	Feedback: Staff trust the organisation to help them with their mental wellbeing, but they do not always feel policies / procedures are fair for everyone. The majority of staff feel that some depts. / teams across the organisation don't work well together.	#2.a.i-iii #2.h.i #4.a.i-ii #4.b.i-iv #7.b.i-iii
Teamwork: Teams care for each other, are fun to work in and have a sense of family	#2.d.i #5.f.i-iv #5.g.i #5.h.i #7.c.i-iv #7.f.i #8.a.i-ii	Wellbeing: Some staff report their health suffering because of their job and feeling under too much pressure, so there is an opportunity to address this.	#2.f.iv #6.c.i-iii #7.c.i-v #7.c.ii → Well Man and Well Woman workshops hosted
My Company: Staff feel able to make a valuable contribution.	#2.j.i-ii #2.l.i #6.a.i-ii #7.a.i #7.d.i-viii #8.c.i-iv	Leadership: Mixed feedback about leadership: dissatisfaction with organisational leadership and senior management need to be understood in departmental/institutional context.	#3.f.i #4.a.ii #6.j.i-iii #7.b.i-iii #7.c.iii

Engagement: 37% (run by UoW directly after SoE-ASCS-2023)



CONSULTATION 3: ASCS-STUDENT-2023

Demographic of participants
193 students (74 F, 107 M, 12 NB)
14.4% PhD, 14.4% Masters, 71.2% UG
84.4% FT, 13.9% PT, 1.67 PNTS
~5% declared caring responsibilities

APPENDIX 1: Athena Swan Culture Survey – Student - 2023- Responses by Gender

Group 1 – Culture of the School												
#1.1 Regarding gender equality in the culture of the School, do you have...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
No concerns	39	58.2%	71	80.7%	110	71.0%	8	72.73%	23	63.64%	10	81.82%
Some concerns	24	35.8%	15	17.0%	39	25.2%	3	27.27%	18	36.36%	1	15.15%
Many concerns	4	6.0%	2	2.3%	6	3.9%	1	0.00%	3	0.00%	0	3.03%
TOTAL	67	100.0%	88	100.0%	155	100.0%	12	100.00%	44	100.00%	11	100.00%
#1.2 Regarding gender equality in the culture of the School, do you feel the School has...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
Many things to celebrate	24	31.6%	34	38.6%	58	35.4%	5	41.67%	17	63.64%	2	37.88%
Some things to celebrate	33	43.4%	45	51.1%	78	47.6%	7	58.33%	21	47.73%	4	81.82%
Nothing to celebrate	19	25.0%	9	10.2%	28	17.1%	0	0.00%	6	0.00%	0	0.00%
TOTAL	76	100.0%	88	100.0%	164	100.0%	12	100.00%	44	100.00%	11	100.00%
#1.3 Regarding efforts to promote gender equality in the School, do you have...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
No concerns	44	66.7%	68	79.1%	112	73.7%	10	83.33%	29	81.82%	8	79.69%
Some concerns	20	30.3%	15	17.4%	35	23.0%	2	16.67%	12	18.18%	3	15.63%
Many concerns	2	3.0%	3	3.5%	5	3.3%	0	0.00%	2	0.00%	0	4.69%
TOTAL	66	100.0%	86	100.0%	152	100.0%	12	100.00%	43	100.00%	11	100.00%
#1.4 Regarding efforts to promote gender equality in the School, do you feel the School has...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
Many things to celebrate	20	30.8%	33	38.8%	53	35.3%	3	25.00%	16	45.45%	2	41.27%
Some things to celebrate	32	49.2%	45	52.9%	77	51.3%	8	66.67%	20	54.55%	9	47.62%
Nothing to celebrate	13	20.0%	7	8.2%	20	13.3%	1	8.33%	6	0.00%	0	11.11%
TOTAL	65	100.0%	85	100.0%	150	100.0%	12	100.00%	42	100.00%	11	100.00%

Group 2 – Gender Equality

#2.1 Regarding role models in the School that are gender diverse (staff and students), do you have...																		
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male						
No concerns	34	56.7%	60	76.9%	94	68.1%	8	66.67%	5	50.00%	21	55.26%	11	100.00%	8	72.73%	41	73.21%
Some concerns	20	33.3%	17	21.8%	37	26.8%	4	33.33%	4	40.00%	12	31.58%	0	0.00%	3	27.27%	14	25.00%
Many concerns	6	10.0%	1	1.3%	7	5.1%	0	0.00%	1	10.00%	5	13.16%	0	0.00%	0	0.00%	1	1.79%
TOTAL	60	100.0%	78	100.0%	138	100.0%	12	100.00%	10	100.00%	38	100.00%	11	100.00%	11	100.00%	56	100.00%
#2.2 Regarding gender equality in how STAFF treat STUDENTS, do you have...																		
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male						
No concerns	46	78.0%	71	92.2%	117	86.0%	9	75.00%	7	77.78%	30	78.95%	10	90.91%	10	90.91%	51	92.73%
Some concerns	11	18.6%	6	7.8%	17	12.5%	2	16.67%	2	22.22%	7	18.42%	1	9.09%	1	9.09%	4	7.27%
Many concerns	2	3.4%	0	0.0%	2	1.5%	1	8.33%	0	0.00%	1	2.63%	0	0.00%	0	0.00%	0	0.00%
TOTAL	59	100.0%	77	100.0%	136	100.0%	12	100.00%	9	100.00%	38	100.00%	11	100.00%	11	100.00%	55	100.00%
#2.3 Regarding gender equality in how STUDENTS treat STAFF, do you have...																		
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male						
No concerns	47	79.7%	65	84.4%	112	82.4%	10	83.33%	6	66.67%	31	81.58%	10	90.91%	9	81.82%	46	83.64%
Some concerns	11	18.6%	11	14.3%	22	16.2%	2	16.67%	3	33.33%	6	15.79%	1	9.09%	2	18.18%	8	14.55%
Many concerns	1	1.7%	1	1.3%	2	1.5%	0	0.00%	0	0.00%	1	2.63%	0	0.00%	0	0.00%	1	1.82%
TOTAL	59	100.0%	77	100.0%	136	100.0%	12	100.00%	9	100.00%	38	100.00%	11	100.00%	11	100.00%	55	100.00%
#2.4 Regarding gender equality in how STUDENTS interact with each other, do you have...																		
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male						
No concerns	33	57.9%	58	75.3%	91	67.9%	9	75.00%	2	22.22%	22	61.11%	9	81.82%	9	81.82%	40	72.73%
Some concerns	18	31.6%	19	24.7%	37	27.6%	3	25.00%	6	66.67%	9	25.00%	2	18.18%	2	18.18%	15	27.27%
Many concerns	6	10.5%	0	0.0%	6	4.5%	0	0.00%	1	11.11%	5	13.89%	0	0.00%	0	0.00%	0	0.00%
TOTAL	57	100.0%	77	100.0%	134	100.0%	12	100.00%	9	100.00%	36	100.00%	11	100.00%	11	100.00%	55	100.00%

Group 3 – Degree Courses, Curriculum and Classroom Experiences

#3.1 Regarding gender bias in degree courses, are some particular disciplines promoted as more suited to a particular gender...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male				
	43	67.2%	67	79.8%	110	74.3%	7	58.33%	27	65.85%	9	81.82%	10	90.91%	48	77.42%
	21	32.8%	15	17.9%	36	24.3%	5	41.67%	14	34.15%	2	18.18%	0	0.00%	13	20.97%
	0	0.0%	2	2.4%	2	1.4%	0	0.00%	0	0.00%	0	0.00%	1	9.09%	1	1.61%
	64	100.0%	84	100.0%	148	100.0%	12	100.00%	41	100.00%	11	100.00%	11	100.00%	62	100.00%
#3.2 Regarding gender equality in the Engineering curriculum, do you have...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male				
No concerns	52	82.5%	69	82.1%	121	82.3%	10	83.33%	31	79.49%	11	100.00%	10	90.91%	48	77.42%
Some concerns	9	14.3%	12	14.3%	21	14.3%	2	16.67%	6	15.38%	0	0.00%	0	0.00%	12	19.35%
Many concerns	2	3.2%	3	3.6%	5	3.4%	0	0.00%	2	5.13%	0	0.00%	1	9.09%	2	3.23%
TOTAL	63	100.0%	84	100.0%	147	100.0%	12	100.00%	39	100.00%	11	100.00%	11	100.00%	62	100.00%
#3.3 Regarding diversity (eg. gender and race) of authors on School reading lists, do you have...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male				
No concerns	42	66.7%	66	79.5%	108	74.0%	8	66.67%	26	65.00%	7	63.64%	10	90.91%	49	80.33%
Some concerns	16	25.4%	14	16.9%	30	20.5%	2	16.67%	3	27.27%	1	36.36%	1	9.09%	9	14.75%
Many concerns	5	7.9%	3	3.6%	8	5.5%	2	16.67%	0	0.00%	0	0.00%	0	0.00%	3	4.92%
TOTAL	63	100.0%	83	100.0%	146	100.0%	12	100.00%	40	100.00%	11	100.00%	11	100.00%	61	100.00%
#3.4 Regarding gender equality in classroom dynamics (student participation / staff classroom management), do you have...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male				
No concerns	42	68.9%	71	87.7%	113	79.6%	8	72.73%	24	61.54%	10	90.91%	10	90.91%	51	86.44%
Some concerns	14	23.0%	9	11.1%	23	16.2%	3	27.27%	1	9.09%	1	9.09%	1	9.09%	7	11.86%
Many concerns	5	8.2%	1	1.2%	6	4.2%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	1.69%
TOTAL	61	100.0%	81	100.0%	142	100.0%	11	100.00%	39	100.00%	11	100.00%	11	100.00%	59	100.00%

Group 4 – Bullying and Harassment												
#4.1 Regarding bullying in connection with being a member of the School, do you have...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
No concerns	49	89.1%	68	90.7%	117	90.0%	10	100.00%	32	88.89%	9	81.82%
Some concerns	5	9.1%	6	8.0%	11	8.5%	0	0.00%	4	11.11%	2	18.18%
Many concerns	1	1.8%	1	1.3%	2	1.5%	0	0.00%	0	0.00%	0	0.00%
TOTAL	55	100.0%	75	100.0%	130	100.0%	10	100.00%	36	100.00%	11	100.00%
#4.2 Regarding work done to tackle bullying and support those experiencing bullying, do you feel the School has...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
Many things to celebrate	14	25.5%	34	44.7%	48	36.6%	2	20.00%	10	27.78%	4	36.36%
Some things to celebrate	26	47.3%	31	40.8%	57	43.5%	7	70.00%	16	44.44%	4	36.36%
Nothing to celebrate	15	27.3%	11	14.5%	26	19.8%	1	10.00%	10	27.78%	3	27.27%
TOTAL	55	100.0%	76	100.0%	131	100.0%	10	100.00%	36	100.00%	11	100.00%
#4.3 Regarding sexual misconduct in connection with being a member of the School of Engineering (students and/or staff), do you have...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
No concerns	40	72.7%	65	86.7%	105	80.8%	9	90.00%	24	66.67%	10	100.00%
Some concerns	10	18.2%	6	8.0%	16	12.3%	1	10.00%	8	22.22%	0	0.00%
Many concerns	5	9.1%	4	5.3%	9	6.9%	0	0.00%	4	11.11%	0	0.00%
TOTAL	55	100.0%	75	100.0%	130	100.0%	10	100.00%	36	100.00%	10	100.00%
#4.4 Regarding work done to tackle sexual misconduct and support those experiencing sexual misconduct, do you feel the School has...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
Many things to celebrate	12	22.2%	27	36.0%	39	30.2%	3	30.00%	1	11.11%	8	22.86%
Some things to celebrate	26	48.1%	33	44.0%	59	45.7%	6	60.00%	5	55.56%	15	42.86%
Nothing to celebrate	16	29.6%	15	20.0%	31	24.0%	1	10.00%	3	33.33%	12	34.29%
TOTAL	54	100.0%	75	100.0%	129	100.0%	10	100.00%	9	100.00%	35	100.00%

#4.5 Regarding gender discrimination in connection with being a member of the School of Engineering, do you have...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
	35	66.0%	60	82.2%	95	75.4%	9	55.56%	21	100.00%	9	81.82%
	17	32.1%	11	15.1%	28	22.2%	1	33.33%	13	0	2	16.98%
	1	1.9%	2	2.7%	3	2.4%	0	11.11%	0	0	0	3.77%
	53	100.0%	73	100.0%	126	100.0%	10	100.00%	34	100.00%	11	100.00%
	TOTAL											
#4.6 Regarding work done to tackle gender discrimination and support those experiencing gender discrimination, do you feel the School has...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
	10	18.9%	30	41.1%	40	31.7%	2	11.11%	7	55.56%	3	27.27%
	32	60.4%	33	45.2%	65	51.6%	8	66.67%	18	22.22%	7	63.64%
	11	20.8%	10	13.7%	21	16.7%	0	22.22%	9	22.22%	1	9.09%
	53	100.0%	73	100.0%	126	100.0%	10	100.00%	34	100.00%	11	100.00%
	TOTAL											
#4.7 Regarding racial discrimination in connection with being a member of the School of Engineering, do you have...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
	38	71.7%	62	84.9%	100	79.4%	6	44.44%	28	88.89%	8	72.73%
	14	26.4%	9	12.3%	23	18.3%	3	55.56%	6	11.11%	3	27.27%
	1	1.9%	2	2.7%	3	2.4%	1	0.00%	0	0	0	0.00%
	53	100.0%	73	100.0%	126	100.0%	10	100.00%	34	100.00%	11	100.00%
	TOTAL											
#4.8 Regarding work done to tackle racial discrimination and support those experiencing racial discrimination, do you feel the School has...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
	11	20.8%	32	43.8%	43	34.1%	0	11.11%	10	29.41%	3	27.27%
	26	49.1%	30	41.1%	56	44.4%	7	55.56%	14	41.18%	7	63.64%
	16	30.2%	11	15.1%	27	21.4%	3	33.33%	10	29.41%	1	9.09%
	53	100.0%	73	100.0%	126	100.0%	10	100.00%	34	100.00%	11	100.00%
	TOTAL											

#4.9 Regarding other discrimination (e.g. age, dis/ability, sexuality, gender identity, class, faith/religion, nationality, pregnancy) in connection with being a member of the School, do you have...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male						
	34	66.7%	59	80.8%	93	75.0%	5	50.00%	4	44.44%	25	78.13%	8	88.89%	8	72.73%	43	81.13%
	14	27.5%	14	19.2%	28	22.6%	5	50.00%	4	44.44%	5	15.63%	1	11.11%	3	27.27%	10	18.87%
	3	5.9%	0	0.0%	3	2.4%	0	0.00%	1	11.11%	2	6.25%	0	0.00%	0	0.00%	0	0.00%
	51	100.0%	73	100.0%	124	100.0%	10	100.00%	9	100.00%	32	100.00%	9	100.00%	11	100.00%	53	100.00%
#4.10 Regarding work done to tackle discrimination and support those experiencing discrimination, do you feel the School has...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male						
	9	18.4%	32	43.8%	41	33.6%	0	0.00%	1	11.11%	8	26.67%	5	55.56%	3	27.27%	24	45.28%
	31	63.3%	31	42.5%	62	50.8%	8	80.00%	6	66.67%	17	56.67%	2	22.22%	6	54.55%	23	43.40%
	9	18.4%	10	13.7%	19	15.6%	2	20.00%	2	22.22%	5	16.67%	2	22.22%	2	18.18%	6	11.32%
	49	100.0%	73	100.0%	122	100.0%	10	100.00%	9	100.00%	30	100.00%	9	100.00%	11	100.00%	53	100.00%

Group 5: Career Development																
#5.1 Considering equality in access to extra-curricular opportunities offered by the School (socials, training, paid/voluntary work), do you feel the School has...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male				
	21	42.0%	32	44.4%	53	43.4%	3	30.00%	2	22.22%	6	51.61%	3	30.00%	23	43.40%
	23	46.0%	30	41.7%	53	43.4%	5	50.00%	5	55.56%	3	33.33%	6	60.00%	21	39.62%
	6	12.0%	10	13.9%	16	13.1%	2	20.00%	2	22.22%	0	0.00%	1	10.00%	9	16.98%
	50	100.0%	72	100.0%	122	100.0%	10	100.00%	9	100.00%	9	100.00%	10	100.00%	53	100.00%
	TOTAL															
#5.2 For PhD students only, considering equality in access to opportunities for sessional teaching within the School, do you feel the School has...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male				
	8	42.1%	17	50.0%	25	47.2%	1	33.33%	3	33.33%	2	100.00%	3	30.00%	12	54.55%
	9	47.4%	14	41.2%	23	43.4%	2	66.67%	5	55.56%	0	0.00%	7	70.00%	7	31.82%
	2	10.5%	3	8.8%	5	9.4%	0	0.00%	1	11.11%	0	0.00%	0	0.00%	3	13.64%
	19	100.0%	34	100.0%	53	100.0%	3	100.00%	9	100.00%	2	100.00%	10	100.00%	22	100.00%
	TOTAL															
#5.3 For students with caring responsibilities, the School's flexibility enabling you to juggle study with caring, do you feel the School has...	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male				
	3	18.8%	14	38.9%	17	32.7%	0	0.00%	0	0.00%	3	42.86%	3	33.33%	8	36.36%
	9	56.3%	18	50.0%	27	51.9%	2	100.00%	4	57.14%	2	40.00%	6	66.67%	10	45.45%
	4	25.0%	4	11.1%	8	15.4%	0	0.00%	3	42.86%	0	0.00%	0	0.00%	4	18.18%
	16	100.0%	36	100.0%	52	100.0%	2	100.00%	7	100.00%	5	100.00%	9	100.00%	22	100.00%
	TOTAL															

Group 6: Impact of COVID-19 Pandemic												
#6.1 Describing the impacts of Covid on equality and diversity in the School, Covid has had...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
Significant detrimental effects	5	11.9%	13	19.1%	18	16.4%	0	0.00%	4	0	0.00%	11
Some detrimental effects	21	50.0%	23	33.8%	44	40.0%	4	50.00%	13	3	37.50%	16
No detrimental effects	16	38.1%	32	47.1%	48	43.6%	4	50.00%	9	5	62.50%	23
TOTAL	42	100.0%	68	100.0%	110	100.0%	8	100.00%	26	8	100.00%	50
#6.2 Describing the impacts of Covid on equality and diversity in the School, do you feel the School has...												
	Female	%Female	Male	%Male	Total	%Total	Masters Female	PhD Female	U/G Female	Masters Male	PhD Male	U/G Male
Many things to celebrate	9	22.5%	22	31.9%	31	28.4%	1	12.50%	8	5	55.56%	14
Some things to celebrate	22	55.0%	31	44.9%	53	48.6%	4	50.00%	12	1	11.11%	24
Nothing to celebrate	9	22.5%	16	23.2%	25	22.9%	3	37.50%	4	3	33.33%	12
TOTAL	40	100.0%	69	100.0%	109	100.0%	8	100.00%	24	9	100.00%	50

CONSULTATION 4: Student Representative Interview 2023 (AP2019_4c_4d_7d)

A female undergraduate student who has held multiple representative roles in SoE (SSLC/WES/WWES) was interviewed about her perceptions of gender equality in SoE:

Q1. Gender equality in the culture of the School of Engineering? (Think about the 'feel' of the Department, interpersonal interactions within it, and people's values and attitudes). Do you have any concerns?

Decent balance, e.g., in group projects I would rarely be the only girl in my group. There are female professors, which makes the school appear diverse and offering equal opportunities for all. It also gives the impression that the department values and respects the significance of there being representation amongst the staff, for the students A significantly smaller number of girls, but not extreme nor worrying as a female student. School of Engineering show the importance of gender equality and representation through schemes such as the Women in Engineering Scholarship."

Q2. Efforts made in the School of Engineering to promote gender equality? (Think about how sensitive the department is to issues of gender equality and how proactively it tries to promote gender equality and address gender inequalities).

Women in Engineering (WiE) Scholarship is a great initiative. Warwick Women in Engineering Society (WWES) offer a great space for female engineering students, such as the well-being Wednesdays. Perhaps a community could be created amongst the Women in Engineering scholars, such as through events and group chats.

Q3. Presence of diverse role models (both among staff and among students)?

Head of teaching is a female, a great example – Georgia Kremmyda.

Q4. Gender equality issues in how staff treat students?

I personally have not experienced any issues, communicating with members of staff, however, I have always felt that in general, as a woman in STEM surrounded by most male students, you tend to feel like you must prove your intelligence more.

Q5. Gender equality issues in how students treat staff?

I have not witnessed these issues.

Q6. Gender equality issues in how students interact with each other?

Expanding on the point made in question (4), I feel that since 6th form (studying further maths and physics as 1 of 4 girls in a class of 30) when making a point or working with a group of boys, it is almost like you are second-guessed when correcting a boy, and another validation is needed before what you have said is taken as correct. I feel that sometimes, you must make sure that you are not seen as unintelligent when asking a question. This is a general thing, which I believe comes with studying for male-dominated degrees.

Q7. Do you feel the School of Engineering has many things to celebrate?

Two female presidents of the Warwick Engineering Society, one year after the other. Women in Engineering scholarship.

CONSULTATION 5: Example Impact of Women in Engineering Scholarships Scheme

Contributed by Maria Ovens, Head of Administration, Department of Computer Science, University of Warwick

"The Women in Engineering Scholarships are known within Warwick as a flagship programme, and when Computer Science was first approached about offering a targeted UG scholarship in 2020 it was natural for us to approach Professor Collingwood to ask her advice on how to implement such a scheme. Unfortunately, the first opportunity fell through, however in 2023 we made contact with a company who wished to offer three scholarships for female undergraduates.

We spoke to Engineering again, and benefited from detailed up-to-date information about how their scheme was running, and the pros and cons of various approaches to advertising and offering scholarships and ensuring maximum impact.

We were able to transfer Engineering's established model to Computer Science with only small modifications, which allowed us to respond swiftly to the offer of funding and allocate the first round of scholarships in 2024.

By adopting Engineering's approach of interviewing all shortlisted candidates, we were able to identify a pool of very talented and energetic female first year students, and although could not offer a scholarship to all of them, we have found other ways of engaging them in the life of the Department and raising the profile of women in Computer Science on a larger scale."

APPENDIX 2: DATA TABLES

Headcount data for group sizes with fewer than 5 are shown as <5 except where unidentifiable, or public-domain information.

Section 1: Students at foundation, UG, PGT and PGR Level

1.a SoE population by level of study, gender and academic year

(Tableau data - @18/12/2024)

SoE does not have foundation-level students.

A2_Table_1.a.i Undergraduate population by gender and academic year (full-time degree programmes)

Undergraduate: No. of Female Students/Male Students/Non-Binary per academic year (% Female)					
Academic Year					
18/19	19/20	20/21	21/22	22/23	23/24
228F/908M/11NB 1147T (20%F)	232F/898M/12NB/ 1142 T (20%F)	240F/911M/10NB/ 1161T (21%F)	236F/851M/14NB/ 1101T (21%F)	257F/899M/8NB/ 1164T (22%F)	242F/922M/11NB/ 1175T (21%F)

A2_Table_1.a.ii PGT population by gender and academic year

PGT: No. of Female Students/Male Students/Non-Binary per academic year (% Female)					
Academic Year					
18/19	19/20	20/21	21/22	22/23	23/24

A2_Table_1.a.iii PGR population by gender and academic year

PGR: No. of Female Students/Male Students/Non-Binary per academic year (% Female)					
Academic Year					
18/19	19/20	20/21	21/22	22/23	23/24

1b. SoE intake by taught course by gender, level of study and academic year

A2_Table_1.b.i Undergraduate intake – by course, gender and academic year of entry

(tableau data @ 18/12/2024)

	18/19			19/20			20/21			21/22			22/23			23/24				
	F	M	NB	T	%F	F	M	NB	T	%F	F	M	NB	T	%F	F	M	NB	T	%F
MEng Mechanical					18%					23%					17%					13%
BEng Mechanical					9%					11%					14%					14%
MEng General Engineering					30%					25%					18%					16%
BEng General Engineering					26%					28%					24%					35%
MEng Electronic					50%					0%					0%					50%
BEng Electronic					0%					8%					0%					13%
MEng Electrical & Electronic					40%					20%					38%					0%
BEng Electrical & Electronic					20%					17%					14%					9%
Engineering Business Management					29%					50%					30%					33%
MEng Automotive					0%					0%					11%					60%
BEng Automotive					0%					10%					0%					0%
BEng Manufact. & Mech.					50%					33%					0%					0%
MEng Manufact. & Mech.					50%					50%					0%					100%
MEng Civil *					50%					20%					22%					43%
BEng Civil *					23%					13%					17%					44%
Civil Eng D Apprenticeship *															36%					18%
BEng Systems					0%					25%					50%					50%
MEng Systems										0%					0%					50%
MEng Biomedical Systems					33%					0%					75%					100%
BEng Biomedical Systems					60%					63%					75%					43%
BENCHMARKING **																				
MEng General Engineering					30%					25%					18%					22%
BEng General Engineering					26%					28%					24%					35%
Total (BEng + MEng)					28%					27%					20%					22%
																				26%

*From 2020/21 the Civil Engineering Degree Apprenticeship (CEDA) runs as an alternative to the traditional BEng or MEng Civil Engineering degree. CEDA data are here for reference but not included with the full-time degrees in [A2_Table_1a.i](#).

EiHE Section 5: Undergraduate first degrees in General Engineering 20/21: **20.6% female; over all engineering undergraduate routes **18.5% female**. (Advanced HE statistical report for students not available at time of writing as HESA student record 2022/23 update awaited.)

*** HEIDI Plus: for first degree, all years, CAH1 (Engineering & Technology) 2022/23 nationally: **20% female**.

Section 2: Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR Level

2.a. Undergraduate Degree attainment by gender, and awarding academic year

SoE does not have foundation level students.

A2_Table_2.a.i Female undergraduate attainment by awarding academic year

Undergraduate degree attainment of Female Students per academic year/Total number of female students (% female)						
Academic Year						
Award/Year	18/19	19/20	20/21	21/22	22/23	23/24
1 st	26 / 66 (39%)	28 / 57 (49%)	25 / 59 (42%)	19 / 54 (35%)	27 / 78 (35%)	25 / 70 (36%)
2:1	26 / 66 (39%)	22 / 57 (39%)	24 / 59 (41%)	22 / 54 (41%)	41 / 78 (53%)	27 / 70 (39%)
2:2	9 / 66 (14%)	6 / 57 (11%)	8 / 59 (14%)	9 / 54 (17%)	10 / 78 (13%)	13 / 70 (19%)
3 rd						
Unknown						

A2_Table_2.a.ii Male undergraduate attainment by awarding academic year

Undergraduate degree outcomes of Male Students per academic year/Total number of male students (% male)						
Academic Year						
Award/Year	18/19	19/20	20/21	21/22	22/23	23/24
1 st	75 / 262 (29%)	78 / 240 (33%)	98 / 261 (38%)	69 / 236 (29%)	64 / 212 (30%)	69 / 250 (28%)
2:1	119 / 262 (45%)	119 / 240 (50%)	126 / 261 (48%)	104 / 236 (44%)	99 / 212 (47%)	116 / 250 (46%)
2:2	38 / 262 (15%)	24 / 240 (10%)	21 / 261 (8%)	46 / 236 (19%)	36 / 212 (17%)	32 / 250 (13%)
3 rd						
Pass						
Unknown						

A2_Table_2.a.iii Non-binary undergraduate attainment by awarding academic year

Non-Binary Award degree outcomes per academic year/Total number of non-binary students, % gaining award level (headcount <5)					
Award/Year	18/19	19/20	20/21	21/22	22/23
1 st					
2:1					
2:2					
3 rd					
Pass					

2.b PGT Degree attainment by gender, and awarding academic year

A2_Table_2.b.i Female PGT attainment by awarding academic year

PGT degree attainment of Female Students per academic year/Total number of female students (% female)						
Academic Year						
Award/Year	18/19	19/20	20/21	21/22	22/23	23/24
Distinction						(40%)
Merit						(38%)
Pass						(21%)

A2_Table_2.b.ii Male PGT attainment by awarding academic year

PGT degree attainment of Male Students per academic year/Total number of male students (% male)						
Academic Year						
Award/Year	18/19	19/20	20/21	21/22	22/23	23/24
Distinction	15 / 73 (21%)	16 / 52 (31%)	23 / 56 (41%)	11 / 36 (31%)	17 / 45 (38%)	20 / 76 (26%)
Merit	40 / 73 (55%)	24 / 52 (46%)	29 / 56 (52%)	20 / 36 (56%)	20 / 45 (44%)	39 / 76 (51%)
Pass	18 / 73 (25%)	12 / 52 (23%)	<5 / 56 (7%)	5 / 36 (14%)	8 / 45 (18%)	17 / 76 (22%)

A2_Table_2.b.iii Non-binary PGT attainment by awarding academic year

NB Award degree outcomes per academic year/Total number of NB students, % gaining award level (headcount <5)						
Award/Year	18/19	19/20	20/21	21/22	22/23	23/24
Distinction						
Merit						
Pass						

2.c PGR Degree classification by gender and mode of study (RECM)

A2_Table_2.c.i PGR awards (PhD, MPhil, MScR, and EngD) by gender and calendar year of graduation

Awards/Year	2019				2020				2021				2022				2023				2024					
	F	M	NB	T	%F	F	M	NB	T	%F	F	M	NB	T	%F	F	M	NB	T	%F	F	M	NB	T	%F	
PGR Graduation																										29%

A2_Table_2.c.ii PGR award attainment by gender, academic year, and full time or part time

PGR degree awards for female students per academic year/Total number of student awards (by mode of study), %F					
Academic Year					
Mode of Study/Year	19/20	20/21	21/22	22/23	23/24
All					
Full Time					
Part Time					

A2_Table_3.a Academic Staff by grade, gender, contract function, contract type (FTC or OEC)

* This combined table provides the data requested in Sections 3 and 4 of the Athena Swan Departmental data requirements. Additional information about ways of working can also be found in [Section 11](#), providing data on contract type and ways of working for both Academic and PSS staff.

Section 4: Academic Staff by grade and contract type

This is included: see [A2_Table_3.a](#) in [Section 3](#) and accompanying footnote.

Section 5: Professional, Technical, and Operational (PTO) # Staff by grade, job family, and contract type

PTO Staff in SoE are classified as **Professional Services Staff (PSS)**, falling into the job families of **Administrative** (all office-based roles) and **Technical**. All grades (to FA9) are now accessible in both pathways at University of Warwick, so there is **no 'Operational'** category.

A2_Table_5.a PSS Admin Staff by grade, gender and contract type (FTC or OEC)

Source: Cognos, census date 30 September annually.

	Year	Apprentice			FA3			FA4			FA5			FA6			FA7			FA8			FA9			Total				
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F					
FTC	19/20																											<5	<5	80%
	20/21																											<5	<5	60%
	21/22																											7	<5	78%
	22/23																											5	<5	71%
	23/24																											6	0	100%
OEC	19/20																											22	7	76%
	20/21																											24	9	73%
	21/22																											23	7	66%
	22/23																											24	5	83%
	23/24																											21	9	70%

A2_Table_5.b PSS Technical Staff by grade, gender and contract type (FTC or OEC)

	Year	Apprentice			FA3			FA4			FA5			FA6			FA7			FA8			FA9			Total		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
FTC	19/20																											
	20/21																											
	21/22																											
	22/23																											
	23/24																											
OEC	19/20																											
	20/21																											
	21/22																											
	22/23																											
	23/24																											

Section 6: Professional, Technical, and Operational (PTO) Staff by grade and contract type

Some required content is already included above: see [A2_Table 5.a](#) and [A2 Table 5.b](#) for FTC vs OEC by job family.

Please see accompanying note in [Section 5](#) about classification of PTO staff at University of Warwick.

A2_Table_6.a PSS Staff by grade, gender and ways of working (FT or PT)

	Year	FA3		FA4		FA5		FA6		FA7		FA8		FA9		Total						
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F			
Full time	19/20																			17	36	32%
	20/21																			15	38	28%
	21/22																			16	33	33%
	22/23																			21	31	40%
	23/24																			20	35	36%
Part time	19/20																			10	<5	71%
	20/21																			12	<5	75%
	21/22																			8	<5	67%
	22/23																			10	<5	71%
	23/24																			10	<5	71%

Section 7: Applications, Shortlisting and Appointments made in recruitment to Academic posts by grade

A2_Table_7.a Applications, shortlisting, and appointments by grade by gender for academic posts

Academic Staff – Academic Year 18/19																
Role	Applications			Shortlisted				Appointed				Interview success ²				
	F	M	ND ¹	%F	F	M	ND	%F	F	M	ND	%F	F	M		
FA6				15%					9%					6%	0.4	1.2
FA7				14%					10%					33%	2.4	0.8
FA7/8 ⁴				-					-					-	-	-
FA8				0%					0%					0%	0%	-
FA9				0%					0%					-	-	-
Academic Staff – Academic Year 19/20																
Role	Applications			Shortlisted				Appointed				Interview success				
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M		
FA6				16%					15%					18%	1.1	1.0
FA7				6%					9%					33%	5.4	0.7
FA7/8				14%					-					-	-	-
FA8				14%					17%					0%	0%	-
FA9				0%					-					-	-	-
Academic Staff – Academic Year 20/21																
Role	Applications			Shortlisted				Appointed				Interview success				
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M		
FA6				15%					12%					17%	1.1	1.0
FA7				15%					38%					50%	3.4	0.6
FA7/8				7%					25%					-	-	-
FA8				8%					25%					0%	0%	-
FA9				-					-					-	-	-

(continued)

Academic Staff – Academic Year 21/22														
Role	Applications				Shortlisted				Appointed				Interview success	
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M
FA6				11%				5%				33%	3.0	0.8
FA7				10%				16%				33%	3.2	0.8
FA7/8				-				-				-	-	-
FA8				10%				25%				-	-	-
FA9				7%				0%				0%	-	1.1
Academic Staff – Academic Year 22/23														
Role	Applications				Shortlisted				Appointed				Interview success	
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M
FA6				19%				13%				0%	-	1.25
FA7				15%				21%				43%	2.88	0.69
FA7/8				13%				0%				-	-	-
FA8				13%				17%				0%	-	1.14
FA9				-				-				-	-	-
Academic Staff – Academic Year 23/24 ³														
Role	Applications				Shortlisted				Appointed				Interview success	
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M
FA6												0%		
FA7												25%		
FA7/8												-		
FA8													0%	
FA9												0%		

¹ ND = not declared (this can be staff identifying as non-binary and/or choosing not to complete the diversity monitoring record during the recruitment process). Therefore ND at application and/or shortlisting stage may identify as F or M at shortlisting and/or appointment stage.

² Interview success is determined as % of total appointments / % total applicants a value of 1.0 indicates success rate at interview in proportion to the number of applicants, >1.0 indicates higher success rate, <1.0 lower success rate, allowing a check of whether people are disproportionately advantaged/disadvantaged as a function of gender.

³ Diversity data are withheld from departments during recruitment so that shortlisting can be performed without knowledge of applicant gender, ethnicity, or other protected characteristics. Records on application and shortlisting are held centrally and have been released to Sept 2023, so only appointment data are shown for 2023/24; applications and shortlisting data will be included for AS monitoring purposes in the next cycle of reporting.

⁴ Posts open to applications at FA7/FA8 are then appointed to at either FA7 or FA8.

Section 8: Applications, Shortlisting and Appointments made in recruitment to PTO # posts by grade

PTO Staff in SoE are classified as **Professional Services Staff (PSS)**, falling into the job families of **Administrative** (all office-based roles) and **Technical**. All grades (to FA9) are now accessible in both pathways at University of Warwick, so there is **no 'Operational'** category.

A2_Table_8.a Applications, shortlisting, and appointments by grade by gender for professional services posts

Professional Staff – Academic Year 18/19													
Role	Applications				Shortlisted				Appointed				Interview success ²
	F	M	ND ¹	%F	F	M	ND	%F	F	M	ND	%F	M
FA3				33%				100%				-	-
FA4				80%				53%				67%	0.84
FA5				31%				0%				0	1.71
FA6				37%				0%				0	1.44
FA7				-				-				-	1.59
Professional Staff – Academic Year 19/20													
Role	Applications				Shortlisted				Appointed				Interview success
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	M
FA3				-				-				-	-
FA4				78%				83%				-	-
FA5				87%				89%				100%	1.15
FA6				75%				100%				50%	0.67
FA7				-				-				100%	1
Professional Staff – Academic Year 20/21													
Role	Applications				Shortlisted				Appointed				Interview success
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	M
FA3				-				-				-	-
FA4				37%				57%				80%	2.17
FA5				29%				40%				50%	1.75
FA6				29%				40%				-	-
FA7				-				-				-	-

(continued)

Professional Staff – Academic Year 21/22														
Role	Applications				Shortlisted				Appointed				Interview success	
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M
FA3				80%				91%				100%	1.25	-
FA4				25%				-				100%	4.00	-
FA5				39%				60%				20%	0.52	1.30
FA6				43%				0%				67%	1.53	0.59
FA7				-				-				-	-	-
Professional Staff – Academic Year 22/23														
Role	Applications				Shortlisted				Appointed				Interview success	
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M
FA3				-				-				-	-	-
FA4				52%				100%				100%	1.94	-
FA5				28%				57%				20%	0.71	1.11
FA6				59%				56%				33%	0.56	1.71
FA7				0%				-				0%	-	1.00
Professional Staff – Academic Year 23/24 ³														
Role	Applications				Shortlisted				Appointed				Interview success	
	F	M	ND	%F	F	M	ND	%F	F	M	ND	%F	F	M
FA3												100%		
FA4												50%		
FA5												44%		
FA6												0%		
FA7												0%		

¹ ND = not declared (this can be staff identifying as non-binary and/or choosing not to complete the diversity monitoring record during the recruitment process). Therefore ND at application and/or shortlisting stage may identify as F or M at shortlisting and/or appointment stage.

² Interview success is determined as % of total appointments / % total applicants a value of 1.0 indicates success rate at interview in proportion to the number of applicants, >1.0 indicates higher success rate, <1.0 lower success rate, allowing a check of whether people are disproportionately advantaged/disadvantaged as a function of gender.

³ Diversity data are withheld from departments during recruitment so that shortlisting can be performed without knowledge of applicant gender, ethnicity, or other protected characteristics. Records on application and shortlisting are held centrally and have been released to Sept 2023, so only appointment data are shown for 2023/24; applications and shortlisting data will be included for AS monitoring purposes in the next cycle of reporting.

Section 9: Applications and success rates for academic promotion by grade

A2_Table_9.a Academic promotion* applications and success rates by year, level, and gender.

Year	Level	Applied		Successful		Success rate	
		M	F	M	F	% M	% F
2023/24	FA9 Acad – R&T- Professor					63%	0%
	FA8 Acad – R&T – Reader						
	FA8 Acad – T – Associate Professor						
	FA7 Acad – R – Assistant Professor						
	FA7 Acad – T – Assistant Professor						
2022/23	FA9 Acad – R&T - Professor					86%	75%
	FA8 Acad – R&T - Reader						
	FA8 Acad –T - Reader						
	FA7 Acad – R – Assistant Professor						
	FA7 Acad – T – Assistant Professor						
2021/22	FA9 Acad - Professor					40%	50%
	FA8 Acad – R&T - Reader						
	FA8 Acad – R – Associate Professor						
	FA8 Acad – T – Associate Professor						
	FA7 Acad – R – Assistant Professor						
	FA7 Acad – T – Senior Teaching Fellow					64%	100%
2020/21	FA9 Acad – R&T Professor						
	FA8 Acad – R&T Reader						
	FA7 Acad – T – Senior Teaching Fellow						
	FA9 Acad – R&T Professor					100%	100%
2019/20	FA8 Acad – R&T Reader						
	FA8 Acad –T – Associate Professor						
	FA7 Acad – R – Senior Research Fellow						
	FA9 Acad – R&T Professor					71%	100%
2018/19	FA8 Acad – R&T Reader						

A2_Table_9.b Academic promotion* success rates by level, cumulative 2018/19 to 2023/24.

Level	Applicants		Success Rate	
	M	F	M%	F%
FA9 Acad – R&T- Professor	15	7	67%	86%
FA8 Acad – R&T – Reader	16	5	75%	100%
FA8 Acad – T – Associate Professor			100%	0%
FA8 Acad – R – Associate Professor			0%	-
FA7 Acad – R – Assistant Professor			75%	50%
FA7 Acad – T – Assistant Professor			60%	-

* Route to FA8 - R&T - Associate Professor is not through promotion, as this is achieved through completion of probation.

Section 10: Applications and success rates for PTO progression by grade

Not applicable – until now there has not been an equivalent formal route for progression, but a formal route for Technical staff will be available to document in future AS cycles.

Section 11: All SoE Staff (roles, contract types, ways of working, diversity)

A2_Table 11.a All SoE Staff profile by role (academic function / PSS grade) and gender

Role	2018/19			2019/20			2020/21			2021/22			2022/23			2023/24		
	F	M	F%	F	M	F%	F	M	F%	F	M	F%	F	M	F%	F	M	F%
R&T			14			16			17			14			14			17
Research Focused			19			18			14			20			12			18
Teaching Focused			33			33			31			25			23			29
Total Academics			18			19			17			18			15			19
PSS 1-5			40			42			40			39			50			49
PSS FA6			47			35			39			37			45			38
PSS FA7			14			20			43			43			38			33
PSS FA8			100			100			100			100			100			0
PSS FA9			0			0			0						<5			100
Others			19						50			29			20			25
Total PSS	28	42	40	26	41	39	28	42	40	25	38	40	33	36	48	30	40	43

(Others = null/4ea/5ea/app3/app/casuals)

A2_Table 11.b Academic and Professional Services Staff by contract type (FTC or OEC) and gender

FTC – Headcount	All Academic			All PSS			Total Staff		
	M	F	% F	M	F	% F	M	F	% F
2018/2019	50	12	19	18	9	33	68	21	31%
2019/2020	45	9	17	9	6	40	54	15	28%
2020/2021	44	6	12	5	8	62	49	14	29%
2021/2022	38	8	17			44	43	12	28%
2022/2023	50	5	9			55	55	11	20%
2023/2024	39	6	13			44	44	10	23%
OEC - Headcount	All Academic			All PSS			Total Staff		
	M	F	% F	M	F	% F	M	F	% F
2018/2019	66	14	18%	37	21	36%	103	35	34%
2019/2020	56	13	19%	38	23	38%	94	36	38%
2020/2021	53	11	17%	40	23	37%	93	34	37%
2021/2022	82	16	16%	38	23	38%	120	39	33%
2022/2023	78	15	16%	35	28	44%	113	43	38%
2023/2024	83	18	18%	38	27	42%	121	45	37%

A2_Table_11.c Academic Staff and Professional Services Staff by working pattern (FT or PT) and gender

FT – Headcount	All Academic			All PSS			Total Staff
	M	F	% F	M	F	% F	
2018/2019	103	22	18	44	17	28	186
2019/2020	90	19	17	41	18	31	168
2020/2021	87	16	16	40	17	30	160
2021/2022	104	23	18	39	19	33	185
2022/2023	110	19	15	35	24	41	188
2023/2024	104	23	18	38	22	37	187
PT - Headcount	All Academic			All PSS			Total Staff
	M	F	% F	M	F	% F	
2018/2019							41
2019/2020							30
2020/2021							30
2021/2022							28
2022/2023							33
2023/2024							32
Total	All Academic			All PSS			Total Staff
	M	F	% F	M	F	% F	
2018/2019	116	26	18	55	30	35	227
2019/2020	101	22	18	47	29	38	199
2020/2021	97	17	15	45	31	41	190
2021/2022	120	24	17	43	27	39	214
2022/2023	128	20	14	40	34	46	222
2023/2024	122	24	16	43	31	42	220

A2_Table_11.d Staff by function (academic or PSS) by protected characteristics (BAME, disability)

Staff Category	BAME	Disability
Academic-Research Only	89.2%	1.5%
Academic-Teaching & Research	37.8%	4.1%
Academic-Teaching Only *	76.8%	4.0%
Professional & Support Staff	28.4%	8.1%
Overall	62.4%	4.4%

*For this dataset only, Academic-Teaching staff headcount includes approximately 150 graduate teaching assistants as this parameter is not disaggregated in the central record.

Section 12: Additional Tables summarising change over three Athena Swan award cycles since Bronze Award

A2_Table_12.a Undergraduate student population long term trend in gender diversity (by headcount)

AS 2010/11				AS 2014/15				AS 2018/19				AS 2023/24							
F	M	NB	T	% F	F	M	NB	T	% F	F	M	NB	T	% F	F	M	NB	T	% F
145	917	-	1062	14%	199	891	-	1090	18%	228	908	11	1147	20%	242	922	11	1175	21%
				c.f. 2010 baseline: female headcount +54 female diversity in cohort +4% No process to record if non-binary				c.f. 2010 baseline: female headcount +83 female diversity in cohort +6% Non-binary: 1% identify as NB/other				c.f. 2010 baseline: female headcount +97 female diversity in cohort +7% Non-binary: 1% identify as NB/other							

A2_Table_12.b PGT student population long term trend in gender diversity (by headcount)

AS 2010/11				AS 2014/15				AS 2018/19				AS 2023/24							
F	M	NB	T	% F	F	M	NB	T	% F	F	M	NB	T	% F	F	M	NB	T	% F
		-	40	10%	12	53	-	65	18%	37	63	0	100	37%				98	36%
				c.f. 2010 baseline: female headcount +8 female diversity in cohort +8% No process to record if non-binary				c.f. 2010 baseline: female headcount +33 female diversity in cohort +27% No NB PGT recorded				c.f. 2010 baseline: female headcount +31 female diversity in cohort +26% Non-binary: 1% identify as NB/other							

A2_Table_12.c PGR student population long-term trend in gender diversity (by headcount)

AS 2010/11						AS 2014/15				AS 2018/19				AS 2023/24									
F	M	NB	T	% F		F	M	NB	T	% F		F	M	NB	T	% F							
32	122	-	154	21%		37	99	-	136	27%		45	120	0	165	27%							
						c.f. 2010 baseline: female headcount +5 female diversity in cohort +6% No process to record if NB/other						c.f. 2010 baseline: female headcount +13 female diversity in cohort +6% No NB PGR recorded						c.f. 2010 baseline: female headcount +26 female diversity in cohort +8% NB: 1% identified as NB/other					

A2_Table_12.d Academic Staff at FA9 (Professor: R&T + R-focussed + T-focussed) long term trend in gender diversity (by headcount)

AS 2010/11					AS 2014/15					AS 2018/19					AS 2023/24				
F	M	NB	T	% F	F	M	NB	T	% F	F	M	NB	T	% F	F	M	NB	T	% F
1	15	-	16	6%	2	21	-	23	9%	3	23	0	26	12%	8	31	0	41	20%
					c.f. 2010 baseline: female headcount +1 female diversity in cohort +3% No process to record if NB/other					c.f. 2010 baseline: female headcount +2 female diversity in cohort +6% No NB Acad-FA9 recorded					c.f. 2010 baseline: female headcount +7 female diversity in cohort +14% No NB Acad-FA9 recorded *				

* Approximately 1% of staff self-identified as non-binary or other in the ASCS-Staff-2023.

A2_Table_12.e Industrial Advisory Board (external membership, including chair*) long term trend in gender diversity (by headcount)

AS 2010/11				AS 2014/15				AS 2018/19				AS 2023/24							
Chair	F	M	T	% F	Chair	F	M	T	% F	Chair	F	M	T	% F	Chair	F	M	T	% F
N/A: board subsequently established					M	1	10*	11	9%	M	2	13*	15	13%	F	3*	7	10	30%
				c.f. 2014 baseline: female headcount +1 female diversity in cohort +4%				c.f. 2014 baseline: female headcount +2 female diversity in membership +21% first female chair											

Section 13: Benchmarking

A2_Table_13.a Advance HE Benchmarking Data: 2024 staff* statistical report

Table	Table title	General Engineering/SET						
2.14	SET academic staff by subject area and disability status	General engineering: 3.9% disabled, 96.2% non-disabled						
2.13	Academic staff by SET category and disability status	SET: 5.6% disabled						
2.13	Staff by activity, occupational group and disability status	SET + non-SET: All academic staff: 6.3% disabled All professional and support staff: 8.2% disabled						
3.16	UK SET academic staff by subject area and BAME/White Identity	General Engineering: 19.5% BAME, 80.5% White						
3.18	Non-UK SET academic staff by subject area and BAME/White Identity	General Engineering: 60.4% BAME, 39.6% White						
5.10a	Professional and support staff by ethnic group	15% BAME, 85% White						
4.11a	Academic staff by subject area, research/teaching contract type and sex	Discipline	Teaching % F	Research % F	Research & Teaching % F			
		Civil	27%	31%	25%			
		General Engineering	30%	26%	20%			
		Electrical/electronic/computer	24%	16%	13%			
		Mechanical	24%	18%	18%			
4.15a	Academic staff by professorial and SET categories, subject area, and sex	Discipline	Non-Professorial (<FA9)		Professorial (FA9) %F			
			F	M	%F	F	M	
		Civil	585	1525	28%	60	225	
		General Engineering	1185	3285	27%	80	445	
		Electrical/electronic/computer	715	3285	18%	60	515	
		Mechanical	985	3915	20%	80	520	
4.4b	Professional and support staff in subject area by contract type, and sex: General Engineering	Open-ended/permanent (OEC)		Fixed-term (FTC)				
		Female %	Male %	Female %	Male %			
		49%	51%	44%	56%			
4.3b	Professional and support staff in subject area by contract mode, and sex: General Engineering	Full time (FT)			Part time (PT)			
		Female %	Male %	Female %	Male %			
		44%	56%	72%	28%			

*There is no equivalent statistical report for students at the time of writing due to processing of HESA's 2022-23 student record. In future Advance HE student data should be available from <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-reports-2024-data-tables>

A2_Table_13.b Heidi Plus Student, level of study, FPE (full person equivalent), CAH1, Engineering & Technology, 2022/2023.

First Degree – all years	FPE	F	M	%F
Warwick	1835	420	1415	23
Russell Group total	48,705	11625	37080	24
National	122275	23985	98290	20
PGT – all years	FPE	F	M	%F
Warwick	1475	610	865	41
Russell Group total	11865	3665	8200	31
National	39030	9665	29365	25
PGR – all years	FPE	F	M	%F
Warwick	265	65	195	24
Russell Group total	10,605	3,210	7,390	30
National	15540	4535	10940	29

By General Engineering discipline from EIHE report 2020/21

Undergraduate General Engineering entrants: 20.6% female.

All undergraduate engineering entrants: 18.5% female.

Appendix 3: Glossary

Term	Definition
Acad-R	Academic post with a research-focus (for postdoctoral see ECR)
Acad-T	Academic post with a teaching-focus
Acad-R&T	Academic post with a balance of research and teaching
AHoS-II	Associate Head of School - Impact and Industry
AHoS-People	Associate Head of School - People
AP2019	Athena SWAN Action Plan (AP) with action status from the 2019 SoE application
AP2025	Athena SWAN Action Plan (AP) accompanying the 2025 SoE Gold Charter Application
Appraisal	Appraisal (sometimes called a performance review) is a process providing a formal opportunity for constructive dialogue and feedback on an individual's work, effectiveness and development.
AS	Athena SWAN
ASAS-2017	Athena SWAN All-Staff Survey in SoE, November 2017
AS2019	Athena SWAN School of Engineering Silver application in 2019
ASCS-Staff	Athena Swan Culture Survey -Staff
ASCS-Student	Athena Swan Culture Survey -Student
Attainment gap	Differences in final class of degree students's attain at graduation.
Awarding gap	Differences in final class of degree students are awarded at graduation.
BAME	Black and Asian Minority Ethnic
BME	Black and Minority Ethnic
Beacon activity	Activity which disseminates and promotes the uptake of innovative and impactful good practice to others.
BEng	Bachelor of Engineering
Carer's leave	A period of absence from work or study relating to a person's caring responsibilities.
CDT	Centre for Doctoral Training
CEE	Civil & Environmental Engineering (CEE)
Completion rate	The proportion of a student cohort successfully completing their studies.
DGS	Director of Graduate Studies
DoO	Director of Operations (formerly Senior Administrative Officer) with oversight of School of Engineering operations
DoS	Director of Studies
DoSE	Director of Student Experience
DS	Discipline Stream: four discipline areas in SoE providing academic management structure: CEE, E&EE, MM&P, S&I.
DSL	Discipline Stream Leader: managerial responsibility for academic-related staff in one of the four SoE Streams (akin to Divisions).
E&EE	Electrical and Electronic Engineering
ECR	Early Career Researcher (Grades FA5/FA6/FA7 and Non-FA posts such as KTP, Marie Curie, unless otherwise stated), majority FTC
ED&I	Equality, Diversity, & Inclusion
EDC	Equality and Diversity Committee
EDCW	Future Equality, Diversity, Communication and Welfare Committee, SoE
EO	Executive Officer (Administrative Support to Senior Management Team)

EPSRC	Engineering and Physical Sciences Research Council
EWB	Engineers Without Borders
F:M	Female:Male ratio
FA Grade	Employment grades for staff at UoW
Flexible working	A working arrangement which gives some flexibility on how long, where, when and at what times employees work. Flexible working includes part-time working, term-time working, compressed hours, annual hours, flexitime, working remotely on a regular basis.
FT	Full time
GTF	UoW Gender Task Force: established 2017, to embed gender in Warwick's Strategy and support institutional AS action delivery
HoR	Head of Research, School of Engineering
HoS	Head of School, School of Engineering
HoT	Head of Teaching, School of Engineering
ICWES	International Conference for Women in Engineering and Science
ICWES18	18 th International Conference for Women in Engineering and Science, to be hosted at UoW by DoSR/DDDL for CEE in 2020.
IET	Institution of Engineering and Technology
INSPIRE	3-day non-residential course for female year 11 students with an interest in STEM subjects
Intersectionality	Considering experience arising from the intersection of two or more legally protected characteristics or other key factors affecting identity.
INWED	International Women in Engineering Day (23 rd June)
LDC	Learning and Development Centre: staff-training unit for UoW.
MM&P	Mechanical, Materials and Process
M&M	Manufacturing and Mechanical
MEng	Master of Engineering
MSc	Master of Science
Non-binary (NB)	Non-binary, term used to describe individuals who chose to identify as 'other' instead of male or female; distinct from 'prefer not to say'.
NSS	National Student Survey
PDR	Personal Development Review (formally Departmental Performance Review), UoW-wide voluntary annual review process
PDRA	Post-Doctoral Research Associate
Performance review	Performance review (sometimes called appraisal) is a process providing a formal opportunity for constructive dialogue and feedback on an individual's work, effectiveness and development.
PG	Postgraduate
PGC	Postgraduate Coordinator
PGR	Postgraduate degree by research (including PhD)
PGT	Postgraduate Taught (leading to MSc qualifications)
Positive action	Positive action, enables education providers and employers to take proportionate action to remedy disadvantage faced by particular groups.
Professional, technical and operational (PTO) staff	Professional, technical and operational staff are often subject to different progression pathways (see progression).
Progression	A process or processes through which existing members of staff can move to a higher job grade, sometimes involving the submission of a successful application to an advertised vacancy. Professional, technical and operational members of staff are often subject to progression pathways that differ from academic promotion.

Promotion	A formal process for existing members of staff to move to a higher job grade usually within a defined career track.
PSS	Professional and Support Staff (administrative: PSS-Admin; technical: PSS-Tech)
PT	Part time
PTES	Postgraduate Taught Experience Survey, co-ordinated by Advance HE
PULSE	PULSE is the University's Staff Engagement Survey, conducted regularly to identify staff views on a range of university and employment issues.
RAEng	Royal Academy of Engineering
RAG rating	A rating system wherein items are rated 'red', 'amber' or 'green' dependent on progress. Definitions: + Red: No progress was made on this action. + Green: Good progress was made on this action. + Amber: Partial progress was made on this action.
RDM	Research Development Manager
REF2013	Research Excellence Framework evaluation 2013
REF2021	Forthcoming Research Excellence Framework evaluation 2021
RO	Research Officer in the School of Engineering
SAO	Senior Administrative Officer
SAT	Athena SWAN Self-Assessment Team in the School of Engineering
SET	School Executive Team
SMART	Specific, Measurable, Achievable, Relevant and Time-Bound.
SMC	School Management Committee in the SoE
SMT	School Management Team in the SoE
SoE	School of Engineering
SRO	Student Recruitment Officer
SSLC	Staff Student Liaison Committee
STEMM	Science, Technology, Engineering, Mathematics and Medicine
ToR	Terms of Reference
UB	Unconscious Bias
UG	Undergraduate
UoW	University of Warwick
WES	Women's Engineering Society (UK)
WiE-Scholar	Women in Engineering Scholar
WMG	Warwick Manufacturing group, a separate department that co-teaches on SoE undergraduate courses
WP	Widening participation
WWES	Warwick student group affiliated with the national Women's Engineering Society (WES)